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The Secondary Student Status Survey, Part Two, consists of various sub-surveys that are significant as individual studies and as basic material for other related sub-surveys and essential to a total core of data concerning the "product" of the school system. The core of data consists of pertinent statistics, research findings, and recommendations to be reviewed for instructional program planning and evaluation. The first section deals with general information on secondary students, their enrollment, promotion-retention, holding power, and courses pursued. Section Two concerns the plans after graduation of the class of 1968. Out of 10,409 seniors in Hawaii who indicate they have definite plans after high school, 84.9% plan to further their education. Section Three is a follow-up survey of 1967 high school graduates. As in Section Two, the purpose, procedure, findings, and summary of the survey are given. Appendices are included. At the end, a proposed set of procedures for the early identification of potential dropouts, prepared for general use at any grade level, is presented together with results of a run. (Author/KJ)

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SECONDARY STUDENT STATUS SURVEY
1967-68

PART II

Research Report No. 65A

Office of Research

State of Hawaii
Department of Education
August 30, 1968

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SECONDARY STUDENT STATUS SURVEY
1967-68

PART II

Research Report No. 65A

State of Hawaii
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PREFACE

The 1968 publication of the Secondary Student Status Survey was made available in two parts to allow for the early distribution of data on the 1966-67 dropouts. Additional data compiled for the dropout study were extensive enough this year to warrant the publication of the Secondary Student Status Survey in two separate parts, Part I and Part II. The 1967-68 edition of the Secondary Student Status Survey (Parts I and II) includes:

1. General information of secondary students (public school): enrollment, promotions, retentions, holding power, and courses pursued.
2. Dropout study (public school): group description, courses pursued, and follow-up data of social welfare recipients and participants in the Neighborhood Youth Corps and Job Corps.
3. Educational and vocational plans of the Class of 1968 (public and private schools): major fields of study, specific occupations, etc.
4. Follow-up data of the Class of 1967 (public and private): post-graduate status, fulfillment of plans, and consistency of post-high school activities with plans.
5. Study of a special group of 1967 public high school graduates, those who were employed rather than enrolled in school within a year after graduation and whose "class standing" ranked in the lowest quintile group, group description, courses pursued, and comparison with dropouts.

FOREWORD

Since the inception in 1965-66 of a newly outlined plan for the annually published Secondary Student Status Survey, identifiable progress has been and continues to be made to provide a comprehensive "core" of data reporting the characteristics of Hawaii's high school students. The core of data consists of pertinent statistics, research findings, and recommendations to be reviewed for instructional program planning and evaluation.

The Secondary Student Status Survey consists of various sub-surveys that are significant as individual studies and as basic material for other related sub-surveys and essential to a total core of data concerning the "product" of the school system. Data on the degree of fulfillment of plans and consistency of post-high school activities with plans is made possible only through highly technical computerization of data selected from both of the surveys. The 1967-68 study comparing dropouts and graduates required, basically, data compiled for the Follow-Up Survey of 1967 High School Graduates, one of the sub-surveys. The sub-surveys are a ready reference for any such study or probing of secondary school issues that arise periodically.

The annual sections (General Information on Secondary Students, Dropout Study, Follow-Up Survey, and Graduate Plans Survey) were generally similar to those conducted in the past. Another survey, the Opinion Survey of High School Students, was not included this year.

With vigorous local interest and programs stressing the urgency of the problem of dropouts, it was inevitable that the dropout section, this year, would receive greater emphasis than in the past.

A two-year study of dropouts has made it possible so far to establish the following: consistency of dropout characteristics; identification of characteristics more commonly descriptive (of dropouts) than others; similarities and differences between graduates and dropouts; a summary profile of Hawaii's public school dropouts; and a proposal of procedures for the early identification of potential dropouts. Additional data were compiled on the follow-up of dropouts: 1) those participating in the Job Corps and Neighborhood Youth Corps, and 2) those identified as public welfare recipients.

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INTRODUCTION

Patterns of informing the public keep emerging out of a profusion of common interests. When the interests and expectations of many groups affected by education coincide, and educational decisions reflect this agreement and the best data available, educational decisions are likely to be both sound and productive of general satisfaction. Opportunities need to be made available for all who may be interested to express their views and to be heard.

Through the Secondary Student Status Survey, the secondary students as among those interested, reveal to some extent their interests and role in the shaping of our educational policies and programs. Their aspirations, plans, activities, and problems can indicate how, as by-products, they gain or fail to benefit from our educational system.

As pupils begin to plan for their post-high school activities, an assessment of their school experiences should inevitably take shape. Did the school provide adequate program and course experiences for the possible fulfillment of post-graduate plans? The system may not be able to provide a curriculum designed to refine the entire range of human talent found within it, but it should be able to ensure that these talents will be cultivated and further developed by other educational agencies within our society.

This survey is based on the premise that students can be depended upon to make decisions and judgments relating themselves to the task at hand. Students are directly involved in responding to the survey questionnaires. Students need to be heard. What other opportunities can a system provide for direct pupil involvement so that needs and interests can be expressed and appropriately appraised for educational planning and evaluation?

In any system there is evident a pyramidal scale of levels of responsibility, from societal -- to institutional -- to instructional. Tapering at the pinnacle is the level of "societal" (school board members, state legislators, and federal officials) responsibility followed closely by the level of institutional (school) responsibility. At the base of the pyramid rests the broad instructional level of responsibility. It is at this level that students should be necessarily involved. Their needs and interests can help teachers and administrators to determine immediate and long-range instructional programs of significance and satisfaction to all concerned.

The educational pyramid cited above is clearly implied in Dr. William Savard's paper entitled The Hierarchy of Curriculum Instruction System Documentation: It must be recognized that there is a hierarchy of documents which shape the actualities of education. These range all the way from law down to a teacher's daily lesson plans. Each level of this hierarchy of documents has its own function but must be consonant with the levels above.

The above statement projects a needed word of caution: that as student involvement becomes increasingly urgent in the formulation and assessment of educational endeavors, it is equally urgent that all such interests are without undue loss of purpose and direction.

The many and varied expressions of interests in evidence recently in matters of education compel educators to re-examine periodically educational schemes and policies long taken for granted without the close attention and review they require. All interested groups should be expected to want to participate in the important task of educating the public, and recent events (student demonstrations and activities) are poignant proof of further "explosive" interest in public education.

Section I

General Information on Public School Secondary Students

ENROLLMENT

School Year 1967-68

Table I shows the enrollment count of grade 9-12 students at three different times during the school year. As was noted last year, a decrease in enrollment is evident during the course of the school year in every grade level except in grade 9.

Table I

Secondary Student (Gr. 9-12) Enrollment*

Grade	Sept. 1967	Dec. 1967	June 1968	% of Decrease Sept.-June
9	11,923	11,977	11,828	0.08
10	11,847	11,646	11,338	04.3
11	10,663	10,539	10,130	05.0
12	9,759	9,684	9,476	02.9
Total	44,192	43,846	42,772	04.3

1955 to 1970

Aside from the upward trend of growth in secondary student enrollment, the rate of enrollment increase from year to year differs unpredictably at times for Hawaii's public high schools (see Table II) possibly because of such factors as varying migratory patterns of military family groups, transiency of civilian families (for temporary or permanent residence in Hawaii), etc. When massive military transfers of troops and families coincide with school enrollment count dates, enrollment statistics can be affected significantly.

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*"Special Students" (in special education classes: MRE, learning disability, etc.) are not included.

Similar problems face other city school systems. For instance according to the definition of "pupil mobility"* by Schreiber, the largest amount of pupil mobility in 1963-64 occurred in Los Angeles where the annual total was more than 100,000: 51,841 in and 50,865 out. Other city school systems with high pupil mobility show (in 1962-63): New York, 75,000; 37,432 in and 39,864 out for a loss of 2,432; Washington, D. C., gain of 2,685 pupils; and Philadelphia, loss of 5,453. These numbers in gain and loss give some indication of how pupil mobility can affect enrollment statistics, offsetting normal trends and estimates.

Table III shows the extent of federally-connected student membership in Hawaii's public schools. Federal defense spending in Hawaii determines to what extent federally-connected civilian and military families transfer in and out of Hawaii. The transiency of these federally-connected groups can significantly affect Hawaii's school membership.

The rates of enrollment increase and decrease for 19 large school systems are listed in Table IV for comparison with Hawaii's rates. Generally, all the systems listed, including Hawaii, show large increases up to 1963. An abrupt tapering off is noted in 1964 and the rates remain relatively stable and low since then for most of the systems.

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* ...number of pupils who transfer into and out of a school system from other school systems (these systems may be situated in the same state or in different states).
Source: Schreiber, Daniel: Holding Power/Large City School Systems, Washington, D. C. (1964), p. 21.

Table II

Secondary Student (Gr. 9-12)
Enrollment Increase
1955-56 through 1970-71

Year	Enrollment	% Increase
1955-56	24,899	-
1956-57	26,102	4.83
1957-58	28,451	9.00
1958-59	30,934	8.73
1959-60	33,192	7.30
1960-61	35,454	6.81
1961-62	37,370	5.40
1962-63	38,729	3.64
1963-64	40,164	3.71
1964-65	40,818	1.63
1965-66	41,389	1.40
1966-67	42,675	3.11
1967-68	43,846	2.74
1968-69 (estimated)	46,432	5.90
1969-70 (estimated)	47,410	2.11
1970-71 (estimated)	48,789	2.91

Table III

Federally-Connected Public School Membership*
Per Cent of Statewide Enrollment

	K-12 Total Enrollment	Federally-Connected			
		Military		Civilian	
Survey Date	No.	No.	%	No.	%
March 1965	158,018	24,227	15.3	24,647	15.6
April 1966	160,077	24,940	15.6	23,874	14.9
April 1967	164,756	26,293	16.0	26,276	15.9
October 1967	169,190	27,387	16.2	26,349	15.6

*As reported to U. S. Office of Education.

Table IV

Comparison of Public High School (Gr. 9-12) Enrollments By Large School Systems and By Rate of Increase/Decrease[a]

School District by Size	1960 (no data)	1961	1962	1963	1964	1965	1966	1967
New York City		5.01	3.86	(.93)[b]	(.012)	4.22	5.31	2.79
Los Angeles		4.44	7.99	6.95	4.00	3.82	2.79	2.70
Chicago		5.89	8.75	16.06	3.26	.87	(.63)	(1.79)
Philadelphia		16.89	4.99	4.21	1.07	(6.96)	.42	4.43
Miami		10.96	11.43	5.17	3.24	4.22	4.53	5.82
Baltimore City		7.98	8.12	5.67	2.55	(1.12)	(1.01)	-- [c]
Houston		10.42	10.05	10.52	7.33	5.35	7.90	2.13
Cleveland		8.64	10.53	9.34	2.89	.70	(.79)	11.32
Milwaukee		9.93	9.12	8.17	3.50	.49	4.41	2.09
Jacksonville		11.09	10.02	9.21	2.11	.22	2.66	4.54
San Francisco		4.66	5.42	7.62	2.19	2.45	(.84)	(-3.03)
Baltimore County		13.49	11.59	9.11	5.54	1.19	3.26	4.31
Montgomery County		15.82	13.54	10.67	5.31	4.99	5.99	6.40
Atlanta		11.33	9.68	8.83	2.37	4.74	(2.12)	1.94
New Orleans		8.64	7.73	7.79	2.13	(1.98)	3.79	2.20
St. Louis		4.06	13.65	5.41	1.94	.25	(1.25)	1.14
Marlboro		14.59	14.32	13.26	8.27	5.97	7.33	7.54
Indianapolis		13.86	9.83	7.64	3.44	2.53	1.56	5.41
Columbus		11.31	11.35	11.55	4.93	2.16	2.18	2.67
Total		8.12	7.92	6.75	2.83	2.01	2.69	2.76

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[a] Source: A survey of holding power rates conducted by Hawaii Department of Education, Office of Research in April, 1968.
Rates are based on October enrollments.

[b] ( ) Denotes decrease.

[c] Increase of only one pupil from 1966 to 1967.

PROMOTION - RETENTION

To achieve promotion in grades 9-11, students must earn four or more units each year. Actual grade placement may be determined by administrative conditions peculiar to each school (schools may take into consideration individual differences and may waive certain requirements). Graduation is based on credits earned in grades 9-12. A total of 18 is required, 14 of which must be earned in grades 10-12.

	Required Credits
English	4
Social Studies	4
Physical Education	1
Mathematics	1
Science	1
Health	1/2
Electives	6 1/2

The following Tables V and VI list rates of retention in grades 9-12. Generally throughout the years, the rates have steadily increased.

The 1967-68 Dropout Study comparing graduates and dropouts of Hawaii's public high schools indicates a far greater percentage of non-failing students among the graduates (78.8) than among the dropouts (33.6). Other state studies on dropouts have consistently shown that students not promoted are especially "dropout prone." In the light of such studies, the soundness of present promotion-retention policies and practices is questionable. A reconsideration of existing procedures appears to be long overdue.

Table V

Promotions and Retentions, 1967-68*

Grade	June Enrollment	Promoted	Retained	% Retained
9	11,828	11,539	289	2.44
10	11,338	10,927	411	3.62
11	10,130	9,879	251	2.48
12	9,476	9,273	203	2.14
Total	42,772	41,618	1,154	2.70

Table VI

Per Cent Retentions, 1963-1968*

Grade	1963-64	1964-65	1965-66	1966-67	1967-68
9	1.60	1.57	2.52	2.72	2.44
10	2.16	1.88	1.50	2.71	3.62
11	1.19	1.85	1.30	1.79	2.48
12	1.89	2.05	1.81	2.38	2.14
Total	1.78	1.86	1.83	2.48	2.70

*"Special" students are not included.

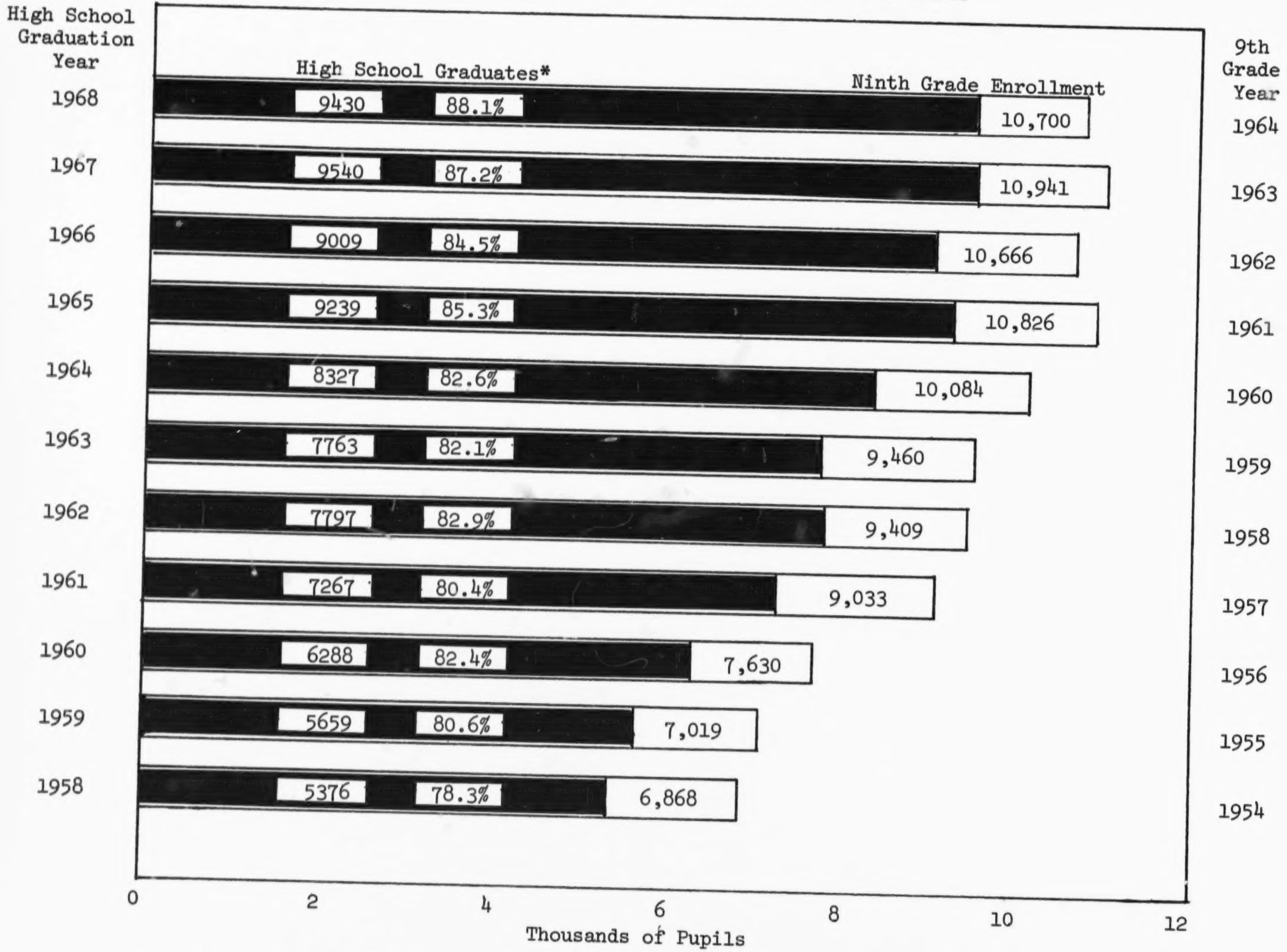
HOLDING POWER

Holding power was indicated here by noting the number of students who entered grade 9 in a given year and the number who graduated four years later. The rate of holding power was determined by dividing the number who graduated by the number who entered grade 9. This present method of calculation is oversimplified and crude and can be improved only by a total pupil accounting system. Records of transfers, dropouts, deaths, and holdovers can then be fully accounted for in calculating true holding power rates.

A look at Table VII readily indicates that the holding power rate of Hawaii's public secondary schools has increased during the past decade. The per cent of 1964 ninth graders who graduated in 1968 was 88.1. Table VIII compares Hawaii's holding power with those of other states. This rise in holding power may be attributed to intensified interest at the national and state levels to diminish the number of school dropouts and the continuing effort of schools to improve instructional and guidance programs. The dropout rate, however, is not the only factor which affects the holding power. The number of students promoted and retained and the number of out-of-state or private school transfers also have direct relationships on holding power.

Table VII

HOLDING POWER OF SECONDARY PUBLIC SCHOOLS



*Not adjusted for migration.

Table VIII

Comparison of Holding Power Rates Of Public High Schools*

Public High School Graduates in 1966-67 As Per Cent of Ninth Graders in Fall 1963

Rank		%	Rank		%
1.	Minnesota	92.0	26.	Nevada	77.6
2.	California	89.5	27.	Indiana	77.2
3.	Iowa	89.4	28.	Alaska	76.9
4.	Wisconsin	89.1		Maryland	76.9
5.	South Dakota	88.4		New York	76.9
6.	Hawaii	87.2	31.	Missouri	76.8
7.	North Dakota	86.4	32.	Illinois	75.9
8.	Washington	86.1	33.	Wyoming	75.7
9.	Nebraska	85.6	34.	Kansas	75.5
10.	Utah	85.2	35.	Virginia	73.6
11.	Massachusetts	84.4	36.	New Mexico	73.2
12.	Montana	83.8	37.	Oklahoma	73.0
	New Jersey	83.8	38.	Arizona	72.8
14.	Rhode Island	82.6	39.	South Carolina	72.2
15.	Oregon	82.0	40.	Florida	71.9
16.	Ohio	81.6	41.	West Virginia	71.0
17.	Idaho	81.4	42.	Texas	70.2
	Pennsylvania	81.4	43.	Tennessee	70.0
19.	Delaware	80.8	44.	Arkansas	69.4
20.	Colorado	80.5	45.	Louisiana	67.5
21.	Vermont	80.1	46.	North Carolina	66.6
22.	Connecticut	79.9	47.	Alabama	66.0
23.	Michigan	79.2		Mississippi	66.0
24.	New Hampshire	79.0	49.	Kentucky	65.8
25.	Maine	78.6	50.	Georgia	64.9
	UNITED STATES	77.8		American Samoa	84.6
				Canal Zone	75.3
				Guam	74.7
				Puerto Rico	64.5
				Virgin Islands	53.2

*Source: National Education Association, Research Division. Rankings of the States, 1968. Research Report 1968-R1, Washington, D. C.: the Association (1968), p. 28.

COURSES PURSUED

Among the many common inquiries related to the analyses of courses pursued are:

1. Is the school time of each pupil being spent on the appropriate number and kinds of courses?
2. What proportion of the pupils' programs is made up of academic subjects? Of non-academic subjects?
3. What subjects enroll greater numbers of pupils and how does this affect planning for teacher preparation and deployment?

Hawaii offers a single curriculum framework, called in various schools a "constants-with-variables curriculum," made up of requirements common to all pupils, and electives. This is in contrast to other multiple-type curriculums or courses of study with a pattern of courses rather specifically outlined for each curriculum. It is the purpose of this report to present enrollment statistics especially for the elective program. Required program enrollments are easily determined by total grade level enrollments.

The annual summary of courses pursued by the high school students is essential in the planning and evaluation of the curriculum. Courses to be emphasized and encouraged at the school level are determined by a number of factors such as national concerns (as evidenced by the space-age need to train more scientists and mathematicians), changing college entrance requirements, and local community interests such as the Master Vocational Plan now under study by the Department of Education. Elective courses, either as extensions of required courses or to meet special needs of pupils, are strategically important for all students, college-bound or otherwise. The pattern of elective courses needs to be periodically examined to plan for appropriate staffing, program planning, etc.

Elective Subject Areas

The following are included among the conditions and policies set forth in the Secondary Program of Studies for Hawaii public high schools:

Credits for Graduation: One year of mathematics and one year of science required for graduation should be taken any time between ninth and eleventh grades. Students expecting to major in engineering, science, or mathematics should take four years each of mathematics and science. All other college preparatory students are expected to take at least two years each of mathematics and science. (Such college requirements predetermine the enrollment of college-bound students in elective courses.)

The Elective Program: The elective courses are designed to meet the special needs of the students to the fullest extent. In most cases it is an extension of the required courses. It is obvious that small secondary schools cannot offer as many courses as the larger schools. Schools are encouraged to develop, within their resources, as broad a selection of electives as possible to help meet the needs of students.

The following tables enumerate the electives pursued by the secondary students for the school year 1967-68. Also, a comparison is made between elective subject areas for 1966-67 and 1967-68.

Table IX gives the number of students, by grade levels, enrolled in the subject areas. The relationship of these numbers to the grade level enrollment, total grades 9-12 subject area enrollment, and total secondary (grades 9-12) enrollment are expressed in per cent.

Table IX

Number of Students Enrolled in
Subject Area Electives, Grades 9-12, 1967-68

SUBJECT AREA	Grade 9 Enrollment: 11,923				Grade 10 Enrollment: 11,847				Grade 11 Enrollment: 10,663				Grade 12 Enrollment: 9,759				Grades 9-12 Enrollment: 44,192	
	No. of Students	% of Grade 9 Enroll-ment	% of Gr.9-12 Subject Enroll-ment	% of Gr.9-12 Enroll-ment	No. of Students	% of Grade 10 Enroll-ment	% of Gr.9-12 Subject Enroll-ment	% of Gr.9-12 Enroll-ment	No. of Students	% of Grade 11 Enroll-ment	% of Gr.9-12 Subject Enroll-ment	% of Gr.9-12 Enroll-ment	No. of Students	% of Grade 12 Enroll-ment	% of Gr.9-12 Subject Enroll-ment	% of Gr.9-12 Enroll-ment	No. of Students	% of Gr.9-12 Enroll-ment
Language Arts	1,621	13.6	26.7	3.7	830	7.0	13.6	1.9	1,357	12.7	22.3	3.1	2,274	23.3	37.4	5.1	6,082	13.8
Social Studies	81	.7	2.8	.2	181	1.5	6.2	.4	686	6.4	23.5	1.6	1,965	20.1	67.5	4.4	2,913	6.6
Math[a]					8,714	73.6	46.6	19.7	6,393	60.0	34.2	14.5	3,574	36.6	19.1	8.1	18,681	42.3
Math[b]					7,669	64.7	44.2	17.4	6,138	57.6	35.4	13.9	3,538	36.3	20.4	8.0	17,345	39.2
Science[a]					6,736	56.9	44.5	15.2	5,116	48.0	33.8	11.6	3,288	33.7	21.7	7.4	15,140	34.3
Science[b]					5,793	48.9	41.5	13.1	4,912	46.1	35.2	11.1	3,255	33.4	23.3	7.3	13,960	31.6
Health & Phys. Ed.									769	7.2	59.4	1.7	526	5.4	40.6	1.2	1,295	2.9
Foreign Language	2,736	22.9	15.7	6.2	5,907	49.9	34.0	13.4	5,552	52.1	31.9	12.6	3,192	32.7	18.4	7.2	17,387	39.3
Business Education	3,357	28.2	18.7	7.6	3,518	29.7	19.6	8.0	5,799	54.4	32.3	13.1	5,289	54.2	29.4	12.0	17,963	40.6
Agriculture[a]	854	7.2	26.2	1.9	717	6.1	21.9	1.6	915	8.6	28.1	2.1	774	7.9	23.7	1.8	3,260	7.4
Agriculture[b]	846	7.1	26.0	1.9	717	6.1	22.0	1.6	915	8.6	28.1	2.1	774	7.9	23.8	1.8	3,252	7.3
Industrial Arts[a]	2,505	21.0	19.1	5.7	3,011	25.4	23.0	6.8	4,031	37.8	30.8	9.1	3,540	36.3	27.0	8.0	13,087	29.6
Industrial Arts[b]	2,480	20.8	18.9	5.6	3,011	25.4	23.1	6.8	4,031	37.8	30.8	9.1	3,540	36.3	27.1	8.0	13,062	29.5
Home Economics[a]	1,784	15.0	28.1	4.0	793	6.7	12.5	1.8	1,346	12.6	21.2	3.0	2,416	24.8	38.1	5.5	6,339	14.3
Home Economics[b]	1,766	14.8	27.9	3.9	793	6.7	12.5	1.8	1,346	12.6	21.2	3.0	2,416	24.8	38.2	5.5	6,321	14.3
Speech	2,018	16.9	35.9	4.6	778	6.6	13.9	1.8	1,357	12.7	24.2	3.1	1,459	15.0	26.0	3.3	5,612	12.7
Art	840	7.0	13.9	1.9	1,141	9.6	18.9	2.6	2,003	18.8	33.2	4.5	2,049	21.0	34.0	4.6	6,033	13.7
Music	2,066	17.3	28.5	4.7	1,690	14.3	23.3	3.8	1,756	16.5	24.3	4.0	1,727	17.7	23.9	3.9	7,239	16.4

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a/ Includes students required to take these courses.

b/ "Purified" figures. The number of students who were required to take these courses has been subtracted from the above row.

Table X shows in summary form the proportion of secondary students electing these areas.

To differentiate between enrollments for required and elective courses, the enrollments for the following required courses were deducted accordingly from the total gross enrollments:

English 1-2, 3-4, 5-6, and 7-8; Non-graded Language Arts

Social Studies: Grade 9 (Citizenship, Government, Guidance, Economic Education), World History, United States History, and American Problems

Health and Physical Education 1-2 and 3-4

Mathematics and Science: The following table was again relied upon to attempt a differentiation between required and elective course enrollments. This table was formulated by the Office of Research, last year, on the basis of estimates by high school principals, vice principals, and registrars. The percentages listed account for the students who, for one reason or the other, belatedly fulfill their one year math and science requirements in grade 10, 11, or 12. The majority of students meet their requirements in grade 9.

Per Cent of Math and Science Enrollments
in Grades 10, 11, 12 Enrolled to Meet
One-Credit Graduation Requirement

Grade	Math	Science
10	12%	14%
11	4%	4%
12	1%	1%

Grade 9 Industrial Arts, Agriculture, Home Economics: Estimated 1 per cent enrollment (due to belated fulfillment of requirements normally met in grade 8) was deducted from gross enrollments.

Table X

DISTRIBUTION OF FRESHMEN, SOPHOMORES, JUNIORS, SENIORS, BY SUBJECT AREAS ELECTED

FOR EVERY:

100 Freshmen	100 Sophomores	100 Juniors	100 Seniors	Elected these subject areas
14	7	13	23	LANGUAGE ARTS
1	2	6	20	SOCIAL STUDIES
...	65	58	36	MATH
...	49	46	33	SCIENCE
...	...	7	5	HPE
23	50	52	33	FOREIGN LANGUAGE
28	30	54	54	BUSINESS EDUCATION
7	6	9	8	AGRICULTURE
21	25	38	36	INDUSTRIAL ARTS
15	7	13	25	HOME ECONOMICS
17	7	13	15	SPEECH
7	10	19	21	ART
17	14	17	18	MUSIC

Grade Enrollments*	
Freshmen	- 11,923
Sophomores	- 11,847
Juniors	- 10,663
Seniors	- 9,759

*September, 1967

Table XI compares subject area enrollments for 1966-67 and 1967-68. Enrollment in HPE electives has dropped considerably this year from 5.2 per cent to 2.9 per cent. Smaller decreases are evident in the areas of business education, industrial arts, home economics, science, and speech. The greatest increase in enrollment is noted for the area of foreign languages, from 31.6 per cent to 39.3 per cent. Increases are also noticeable for language arts, mathematics, and art.

Table XI

Comparison of 1966-67 and 1967-68 Enrollments
in Elected Subject Areas
Per Cent of Grade Level Enrollment

	Freshmen		Sophomores		Juniors		Seniors		Grades 9-12	
	1966-67	1967-68	1966-67	1967-68	1966-67	1967-68	1966-67	1967-68	1966-67	1967-68
Language Arts	11.9	13.6	5.8	7.0	12.8	12.7	20.5	23.3	12.5	13.8
Social Studies	.8	.7	1.0	1.5	6.2	6.4	18.6	20.1	6.2	6.6
Math[a]			73.3	73.6	55.8	60.0	36.1	36.6	40.6	42.3
Math[b]			64.5	64.7	53.5	57.6	35.7	36.3	37.7	39.2
Science[a]			60.9	56.9	48.5	48.0	37.5	33.7	36.0	34.3
Science[b]			52.3	48.9	46.6	46.1	37.1	33.4	33.2	31.6
Health & Physical Education					15.9	7.2	6.2	5.4	5.2	2.9
Foreign Language	15.6	22.9	38.2	49.9	45.4	52.1	28.6	32.7	31.6	39.3
Business Education	27.0	28.2	33.5	29.7	58.0	54.4	58.9	54.2	43.4	40.6
Agriculture[a]	6.4	7.2	6.7	6.1	8.3	8.6	7.6	7.9	7.2	7.4
Agriculture[b]	6.3	7.1	6.7	6.1	8.3	8.6	7.6	7.9	7.2	7.3
Industrial Arts[a]	23.2	21.0	25.2	25.4	38.6	37.8	39.9	36.3	31.2	29.6
Industrial Arts[b]	23.0	20.8	25.2	25.4	38.6	37.8	39.9	36.3	31.2	29.5
Home Economics[a]	17.0	15.0	7.4	6.7	13.1	12.6	24.7	24.8	15.3	14.3
Home Economics[b]	16.8	14.8	7.4	6.7	13.1	12.6	24.7	24.8	15.3	14.3
Speech	15.7	16.9	9.9	6.6	14.9	12.7	15.5	15.0	14.0	12.7
Art	6.5	7.0	9.8	9.6	16.5	18.8	19.0	21.0	12.6	13.7
Music	18.1	17.3	14.3	14.3	16.9	16.5	17.7	17.7	16.7	16.4

[a] Includes students required to take these courses.

[b] "Purified" figures. The percentage of students who were required to take these courses has been subtracted from the above row.

Section II

Plans After Graduation
Class of 1968
(Public and Private)

PURPOSE

Educators generally agree that the main objectives of a comprehensive high school should be: 1) to provide a general education for all future citizens; 2) to provide good elective programs for those who wish to use their acquired skills immediately on graduation; and 3) to provide satisfactory programs for those whose vocations will depend on the subsequent education in a college or university.

Public high schools usually attempt to fulfill all three of the objectives (as recognized by Conant and others as well). The private high schools appear to emphasize the third objective mainly. With objectives firmly established, educational programs are assumed to be planned accordingly. By the time the students are ready for post-high school activities, it should not be too difficult for them to arrive at decisions regarding post-high school plans. Throughout their high school years, the students are guided by academic and vocational counseling and testing.

The annual graduate plans survey helps to crystallize the plans of graduating seniors. The data compiled annually help to provide substantial background information for program planning at the school, district, and state levels; inform the community of any changes regarding education and employment of youth; provide the State Department of Labor and Industrial Relations with information regarding prospective youth employment trends; and provide post high school institutions with information for future planning.

PROCEDURE

Information reported in this section was collected through a questionnaire (see pp. 25). The questionnaire was completed by 90.0 per cent of all private and public high school seniors in the State in a classroom or large-group testing situation during the latter part of the school year. This year's questionnaire format is essentially the same as last year except for more detailed coverage of major fields of study and an adjustment for the change-over of technical schools to community colleges. To keep some kind of consistency with data collected since 1952, the questionnaire was designed to render essentially the same information as past instruments as well as certain other data.

STATISTICAL TABLES

Table I-B reports the plans of the 1968 senior class, private and public. The table shows that 10,829 seniors responded out of 12,048, for a 90.0 per cent return. Separate totals for public and private school seniors are indicated, and per cent figures are based on these separate totals. Those seniors who reported they had definite plans were broken down into two groups -- "further education" and "not further education." No subsequent enumeration of those without plans was made. Seniors who intended to further their education but did not know yet what type of school they would enroll in are found in the row labeled "Don't Know" under the general heading of "Further Education." In similar manner, those seniors who had no intention of furthering their education, but did not know exactly what they were going to do after graduation are found in the row labeled "Don't Know" under the general category of "Not Further Education." The per cent figures under the categories of "Further Education" and "Not Further Education" are based on the totals for each category.

Table II-B reports the region or country where those seniors who planned to further their education intend to take up their studies. All fifty states,

Graduate Survey
Questionnaire
February, 1968

SURVEY OF 1968 HIGH SCHOOL GRADUATES

State of Hawaii . Department of Education

PLEASE PRINT LAST NAME	FIRST NAME	MIDDLE	SEX		NAME OF SCHOOL	
			☐ MALE ☐ FEMALE			
PLEASE PRINT	PRESENT ADDRESS OR WHERE MAIL MAY REACH YOU IN THE FUTURE				TELEPHONE	
NUMBER	STREET NAME	CITY	STATE			

Question No. 1

Do you have plans immediately after this summer or sometime in the future?

___YES
If you marked yes,
go on to Question No. 2

___NO
If you marked no,
you have completed
the questionnaire.

STOP

Question No. 2

Do you plan to further your education for the next one or more years?

___YES
If you answered yes, answer questions 2A, 2B, 2C, 2D in this block. Do not cross the heavy black line.

Question No. 2A

What kind of school do you plan to attend? (Check one only.)

01 ___ Four-year college
02 ___ Two-year junior college and community college with college transfer program.
03 ___ Occupational school (beauty, business, community college, technical)
04 ___ Other (Specify:___________)
05 ___ I don't know

Question No. 2B

Name of school you plan to attend: (Leave blank if you don't know yet)

____

Question No. 2C

Enter code number of state where school is located. (Refer to back of questionnaire. Leave blank if you don't know yet)

____

Question No. 2D

Major field you plan to study. (Mark one only.)

I. Four-year college, junior and community college with college transfer program. See back of questionnaire and enter code no. of major field here ______.

II. Occupational School (Beauty, business, community college, technical). See back of questionnaire and enter code no. of major field here______.

STOP

___NO
If you answered no, answer questions 2E, 2F, 2G in this block. Do not cross the heavy black line.

Question No. 2E

Do you plan to further your education at a later time?

___Yes ___No ___I don't know.

Question No. 2F

What are your plans for the next one or more years? (Answer either A, B, C, or D. You must choose only one.)

___A. Work full-time (specify type of occupation by referring to back of questionnaire and entering code number of occupation here _______)
___B. Enter military service
___C. Other plans (specify:_______
_________________________)
___D. I don't know.

Question No. 2G

Do you consider the above plan (A, B, C, or D) permanent or non-permanent?

___Non-permanent ___Permanent

___I don't know.

STOP

SCHOOL LOCATION CODES
(for Question No. 2C)

01. Alabama
02. Alaska
03. Arizona
04. Arkansas
05. California
06. Colorado
07. Connecticut
08. Delaware
09. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming
52. U.S. Territories
53. Trust Territory
54. Foreign Countries

MAJOR FIELD CODES
(for Question No. 2D)

I. Four-year college, junior and community college with college transfer program.

01. Agriculture

Arts
02. Art
03. Architecture
04. Asian Studies
05. Drama and Theater
06. English
07. History
08. Languages
09. Music
10. Overseas Career Program
11. Philosophy
12. Religion
13. Speech

14. Business

15. Education

16. Engineering

Health Sciences
17. Dentistry
18. Genetics
19. Medical Technology
20. Medicine
21. Nursing
22. Pathology
23. Pharmacology
24. Physiology

Home Economics
25. Fashion Design
26. Food and Nutritional Sciences
27. Home Economics

28. Library

Sciences
29. Anthropology
30. Archaeology
31. Astronomy
32. Biology
33. Botany
34. Chemistry
35. Economics
36. Geography
37. Geology
38. Mathematics
39. Oceanography
40. Physics
41. Political Science
42. Psychology
43. Social Sciences
44. Sociology
45. Zoology

46. Social Work

II. Occupational School (beauty, business, community college, technical)

47. Aeronautics Technology
48. Architectural Drafting Technology
49. Auto Body Repair & Painting
50. Automotive Technology
51. Beauty
52. Business Data Processing
53. Business, General
54. Cafeteria Management
55. Carpentry
56. Civil Engineering Technology
57. Commercial Baking
58. Commercial Sewing
59. Computer Programming
60. Construction Technology
61. Cosmetology
62. Dental Assisting
63. Drafting for Building Trades
64. Electronics Technology
65. Engineering Drafting
66. Fashion Arts
67. Fire Science
68. Heavy Equip. Maintenance & Repair
69. Hotel-Restaurant Management
70. Industrial Electricity
71. Machine Shop Technology
72. Mechanical Drawing
73. Nursing
74. Plumbing Technology
75. Police Science
76. Radio & Television Repair
77. Refrigeration & Air Conditioning Technology
78. Secretarial Service
79. Sheet Metal
80. Welding

OCCUPATION CODES
(for Question No. 2F)

01. Accountant
02. Actor, Actress
03. Artist
04. Babysitter
05. Baker
06. Beautician
07. Bellboy
08. Boiler
09. Bookkeeper - machine operator
10. Busboys & girls
11. Business owner
12. Cafeteria worker
13. Cannery worker
14. Carhop
15. Carpenter
16. Cashier
17. Clerk
18. Cook
19. Counter girl
20. Custodian
21. Delivery man
22. Dental assistant
23. Desk clerk
24. Dishwasher
25. Draftsman
26. Driver: truck, bus or taxi
27. Electrician
28. Entertainer, including musician
29. Factory worker
30. Farmer
31. Fireman
32. Foreman or supervisor
33. Glazier apprentice (glass)
34. Guard or Watchman
35. Heavy equipment operator
36. Hotel worker
37. Housemaid
38. Jewelry apprentice
39. Journalist or writer
40. Keypunch and tab machine operator
41. Laborer, construction, etc.
42. Laundry, pressing, folding
43. Library aide
44. Life guard
45. Machinist, helper or apprentice
46. Mailman
47. Maintenance man
48. Manager
49. Mason, helper, or apprentice
50. Meat cutter
51. Mechanic helper or apprentice
52. Messenger
53. Missionary worker
54. Model
55. Nurse, practical or aide
56. Painter
57. Peace Crops, Vista, Job Corps, NYC
58. Photographer
59. Plantation laborer
60. Plumber, helper or apprentice
61. Policeman
62. Printer
63. Produce clerk
64. Professional athlete
65. Radio operator
66. Rancher, cowboy
67. Receptionist
68. Recreation leader or assistant
69. Repairman: appliances
70. Roofer
71. Salesman, Salesgirl
72. Seamstress, sewing machine operator
73. Secretary or stenographer
74. Serviceman: soldier, airman, marine, sailor (enlisted)
75. Service station attendant
76. Stevedore
77. Stewardess, Steward
78. Stock boy
79. Teacher aid
80. Technician x-ray assistant
81. Telephone operator
82. Teller
83. Tour guide
84. Typist
85. Usher or Usherette
86. Waiter or Waitress
87. Warehouseman
88. Welder or sheetmetal worker, helper or apprentice
89. Yardman
90. Don't know

Write in the occupation on your questionnaire if it is not listed above.

TABLE I B
PLANS OF 1968 HIGH SCHOOL SENIORS (PUBLIC AND PRIVATE)

	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
RESPONDENTS	10829	8862	100.0	1967	100.0
WITH PLANS	10409	8464	95.5	1945	98.9
WITHOUT PLANS	420	398	4.5	22	1.1
			% OF PUB FUR EDUC		% OF PRIV FUR EDUC
FURTHER EDUCATION	8840	6988	100.0	1852	100.0
4 YEAR COLLEGE	4588	3227	46.2	1361	73.5
2 YEAR COLLEGE	1439	1201	17.2	238	12.9
OCCUPATIONAL SCHOOL	2304	2120	30.3	184	9.9
OTHER SCHOOL	114	99	1.4	15	.8
DON'T KNOW	395	341	4.9	54	2.9
			% OF PUB NOT FUR EDUC		% OF PRIV NOT FUR EDUC
NOT FURTHER EDUCATION	1569	1477	100.0	92	100.0
WORK	435	407	27.5	28	31.2
MILITARY	920	864	58.5	56	60.2
OTHER	117	112	7.6	5	5.4
DON'T KNOW	97	94	6.4	3	3.2

TABLE II B
SCHOOL LOCATIONS OF THOSE FURTHERING EDUCATION

STATE	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
ALABAMA	5	4	.06	1	.05
ALASKA	5	4	.06	1	.05
ARIZONA	19	11	.16	8	.43
ARKANSAS	6	5	.07	1	.05
CALIFORNIA	689	464	6.64	225	12.15
COLORADO	110	61	.87	49	2.65
CONNECTICUT	6	3	.04	3	.16
DELAWARE	13	12	.17	1	.05
DISTRICT OF COLUMBIA	10	5	.07	5	.27
FLORIDA	12	9	.13	3	.16
GEORGIA	12	8	.11	4	.22
HAWAII	5096	4382	62.72	714	38.55
IDAHO	25	19	.27	6	.32
ILLINOIS	18	13	.19	5	.27
INDIANA	19	10	.14	9	.49
IOWA	12	7	.10	5	.27
KANSAS	13	9	.13	4	.22
KENTUCKY	7	5	.07	2	.11
LOUISIANA	6	5	.07	1	.05
MAINE	1	0	.00	1	.05
MARYLAND	12	4	.06	8	.43
MASSACHUSETTS	25	7	.10	18	.97
MICHIGAN	24	15	.21	9	.49
MINNESOTA	6	4	.06	2	.11
MISSISSIPPI	3	2	.03	1	.05
MISSOURI	13	12	.17	1	.05
MONTANA	3	1	.01	2	.11
NEBRASKA	8	5	.07	3	.16
NEVADA	4	2	.03	2	.11
NEW HAMPSHIRE	3	0	.00	3	.16
NEW JERSEY	10	4	.06	6	.32
NEW MEXICO	11	10	.14	1	.05
NEW YORK	48	22	.31	26	1.40
NORTH CAROLINA	6	4	.06	2	.11
NORTH DAKOTA	2	2	.03	0	.00
OHIO	21	13	.19	8	.43
OKLAHOMA	12	6	.09	6	.32
OREGON	178	97	1.39	81	4.37
PENNSYLVANIA	16	12	.17	4	.22
RHODE ISLAND	4	4	.06	0	.00
SOUTH CAROLINA	4	2	.03	2	.11
SOUTH DAKOTA	2	0	.00	2	.11
TENNESSEE	10	9	.13	1	.05
TEXAS	39	26	.37	13	.70
UTAH	24	16	.23	8	.43
VERMONT	5	2	.03	3	.16
VIRGINIA	23	16	.23	7	.38
WASHINGTON	201	100	1.43	101	5.45
WEST VIRGINIA	2	2	.03	0	.00
WISCONSIN	19	8	.11	11	.59
WYOMING	7	4	.06	3	.16
U S TERRITORIES	2	2	.03	0	.00
TRUST TERRITORY	2	2	.03	0	.00
FOREIGN COUNTRIES	19	12	.17	7	.38
UNKNOWN	1986	1523	21.80	463	25.00
GRAND TOTAL	8839	6987	100.0	1852	100.0

Washington, D. C., U.S. territories and foreign countries are listed. Those who are not yet definite about their future school location are found in the row labeled "Unknown."

Table III-B indicates in what fields graduates who intend to further their education will be majoring. The major fields are first listed by broad categories and according to the type of school where students plan to enroll. Data on the type of school at which major fields will be pursued can provide information as to approximately when and how many professional and technical personnel will be available for employment within specified periods of time (with education and training time accounted for). A business major at a two-year occupational school will generally be available for employment at the end of the two years with training suitable for specific levels of employment. In contrast, a business major pursuing four years of education and training at a college or university will generally be available for employment at the end of four years, with training suitable for higher occupational levels and which may differ to some degree from those of two-year occupational school graduates.

Table IV-B reports the occupations of those who plan to work full time. Table V-B shows the distribution of continuing plans of the 1,562 seniors not furthering their education. The reported figures do not total 100 per cent because the seniors may fall into more than one category.

Tables VI-B and VII-B report the plans of seniors school by school. The left portion of Table VI-B shows the number of seniors who completed the questionnaire. Of these, a further enumeration is made on the number with plans and the number without. Throughout this report, only the number of those with plans is used as the base, not the number of respondents. The

TABLE III B
MAJOR FIELD OF STUDY OF THOSE FURTHERING EDUCATION

MAJOR FIELD	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
FOUR-YR, JUNIOR & COMM. COLLEGE WITH COLLEGE TRANSFER PROGRAM					
AGRICULTURE	84	62	1.53	22	1.53
ART	208	163	4.01	45	3.13
ARCHITECTURE	138	98	2.41	40	2.78
ASIAN STUDIES	14	8	.20	6	.42
DRAMA AND THEATER	61	44	1.08	17	1.18
ENGLISH	131	84	2.07	47	3.27
HISTORY	106	70	1.72	36	2.50
LANGUAGES	128	86	2.12	42	2.92
MUSIC	95	77	1.89	18	1.25
OVERSEAS CAREER PROGRAM	22	13	.32	9	.63
PHILOSOPHY	43	29	.71	14	.97
RELIGION	21	18	.44	3	.21
SPEECH	32	28	.69	4	.28
BUSINESS	932	697	17.15	235	16.34
EDUCATION	1136	937	23.05	199	13.84
ENGINEERING	588	410	10.09	178	12.38
DENTISTRY	38	30	.74	8	.56
GENETICS	2	1	.02	1	.07
MEDICAL TECHNOLOGY	46	32	.79	14	.97
MEDICINE	107	61	1.50	46	3.20
NURSING	195	147	3.62	48	3.34
PATHOLOGY	4	3	.07	1	.07
PHARMACOLOGY	14	9	.22	5	.35
PHYSIOLOGY	10	9	.22	1	.07
FASHION DESIGN	98	63	1.55	35	2.43
FOOD AND NUTRITIONAL SCIENCES	10	9	.22	1	.07
HOME ECONOMICS	62	51	1.25	11	.76
LIBRARY	25	20	.49	5	.35
ANTHROPOLOGY	22	13	.32	9	.63
ARCHAEOLOGY	8	5	.12	3	.21
ASTRONOMY	11	10	.25	1	.07
BIOLOGY	96	74	1.82	22	1.53
BOTANY	9	9	.22	0	.00
CHEMISTRY	48	39	.96	9	.63
ECONOMICS	14	10	.25	4	.28
GEOGRAPHY	8	4	.10	4	.28
GEOLOGY	5	4	.10	1	.07
MATHEMATICS	186	115	2.83	71	4.94
OCEANOGRAPHY	140	100	2.46	40	2.78
PHYSICS	31	23	.57	8	.56
POLITICAL SCIENCE (including law)	103	75	1.85	28	1.95
PSYCHOLOGY	132	88	2.16	44	3.06
SOCIAL SCIENCES	64	42	1.03	22	1.53
SOCIOLOGY	80	49	1.21	31	2.16
ZOOLOGY	29	18	.44	11	.76
SOCIAL WORK	167	128	3.15	39	2.71
TOTAL	5503	4065		1438	

TABLE III B
MAJOR FIELD OF STUDY OF THOSE FURTHERING EDUCATION

MAJOR FIELD	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
OCCUPATIONAL SCHOOL					
AERONAUTICS TECHNOLOGY	60	51	2.56	9	4.92
ARCHITECTURAL DRAFTING TECHNOLOGY	39	35	1.76	4	2.19
AUTO BODY REPAIR & PAINTING	46	45	2.26	1	.55
AUTOMOTIVE TECHNOLOGY	113	109	5.48	4	2.19
BEAUTY/COSMETOLOGY	278	262	13.16	16	8.74
BUSINESS DATA PROCESSING	200	182	9.15	18	9.84
BUSINESS, GENERAL	411	366	18.39	45	24.59
CAFETERIA MANAGEMENT	5	3	.15	2	1.09
CARPENTRY	38	36	1.81	2	1.09
CIVIL ENGINEERING TECHNOLOGY	8	7	.35	1	.55
COMMERCIAL BAKING	5	5	.25	0	.00
COMMERCIAL SEWING	18	18	.90	0	.00
COMPUTER PROGRAMMING	59	53	2.66	6	3.28
CONSTRUCTION TECHNOLOGY	6	5	.25	1	.55
DENTAL ASSISTING	16	15	.75	1	.55
DRAFTING FOR BUILDING TRADES	18	18	.90	0	.00
ELECTRONICS TECHNOLOGY	127	120	6.03	7	3.83
ENGINEERING DRAFTING	19	19	.95	0	.00
FASHION ARTS	48	44	2.21	4	2.19
FIRE SCIENCE	16	15	.75	1	.55
HEAVY EQUIP MAINTENANCE & REPAIR	17	15	.75	2	1.09
HOTEL-RESTAURANT MANAGEMENT	84	75	3.77	9	4.92
INDUSTRIAL ELECTRICITY	16	16	.80	0	.00
MACHINE SHOP TECHNOLOGY	21	19	.95	2	1.09
MECHANICAL DRAWING	3	3	.15	0	.00
NURSING	130	115	5.78	15	8.20
PLUMBING TECHNOLOGY	21	20	1.01	1	.55
POLICE SCIENCE	32	25	1.26	7	3.83
RADIO & TELEVISION REPAIR	14	13	.65	1	.55
REFRIG & AIR CONDITIONG TECHNOLOGY	32	30	1.51	2	1.09
SECRETARIAL SERVICE	227	210	10.55	17	9.29
SHEET METAL	9	9	.45	0	.00
WELDING	37	32	1.61	5	2.73
TOTAL	2173	1990		183	

TABLE III B
MAJOR FIELD OF STUDY OF THOSE FURTHERING EDUCATION

MAJOR FIELD	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
DON'T KNOW	1098	880		218	
OTHER	66	53		13	

SUMMARY

MAJOR FIELD OF STUDY OF THOSE FURTHERING EDUCATION
1966-67 and 1967-68

	1967		1968	
Major Field*	% of Public	% of Private	% of Public	% of Private
Agriculture	.75	.57	.88	1.18
Arts and Sciences	17.16	30.77	22.09	34.17
Business	25.00	17.72	21.57	17.33
Education	12.45	10.38	13.40	10.74
Engineering	5.13	7.95	5.86	9.61
Health Sciences	4.04	7.23	6.03	7.55
Home Economics	1.26	.98	1.76	2.53
Trade/Industrial	14.95	3.41	15.01	4.37

MAJOR FIELD OF STUDY, BY TYPE OF SCHOOL PLANNED
1968

	College		Occupational	
Major Field*	% of Public	% of Private	% of Public	% of Private
Agriculture	.88	1.18		
Arts and Sciences	22.09	34.17		
Business	9.97	12.68	11.60	4.65
Education	13.40	10.74		
Engineering	5.86	9.61		
Health Sciences	4.17	6.69	1.86	.86
Home Economics	1.76	2.53		
Trade/Industrial			15.01	4.37

*Excluded are "Other" and "Don't Know" categories.

TABLE IV B
OCCUPATIONS FOR THOSE PLANNING TO WORK FULL-TIME

OCCUPATION	TOTAL	PUBLIC	% OF PUBLIC	PRIVATE	% OF PRIVATE
ACCOUNTANT	1	1	.25	0	.00
ARTIST	2	1	.25	1	3.57
BABYSITTER	1	1	.25	0	.00
BAKER	3	3	.74	0	.00
BEAUTICIAN	2	2	.49	0	.00
BELLBOY	2	1	.25	1	3.57
BOOKKEEPER-MACHINE OPERATOR	1	1	.25	0	.00
BUSBOYS/BUSGIRLS	1	1	.25	0	.00
BUSINESS OWNER	2	2	.49	0	.00
CANNERY WORKER	6	6	1.47	0	.00
CARHOP	2	2	.49	0	.00
CARPENTER	5	5	1.23	0	.00
CASHIER	9	9	2.21	0	.00
CLERK	9	9	2.21	0	.00
COOK	2	1	.25	1	3.57
COUNTER GIRL	7	7	1.72	0	.00
DELIVERY MAN	2	2	.49	0	.00
DENTAL ASSISTANT	1	1	.25	0	.00
DRAFTSMAN	1	1	.25	0	.00
DRIVER-TRUCK, BUS OR TAXI	3	3	.74	0	.00
ELECTRICIAN	2	2	.49	0	.00
ENTERTAINER, INCLUDING MUSICIAN	6	6	1.47	0	.00
FARMER	3	3	.74	0	.00
FIREMAN	3	3	.74	0	.00
HEAVY EQUIPMENT OPERATOR	4	4	.98	0	.00
HOTEL WORKER	7	6	1.47	1	3.57
HOUSEMAID	1	1	.25	0	.00
JEWELRY APPRENTICE	1	1	.25	0	.00
JOURNALIST OR WRITER	1	1	.25	0	.00
LABORER, CONSTRUCTION, ETC	7	7	1.72	0	.00
LIBRARY AIDE	3	3	.74	0	.00
MACHINIST, HELPER OR APPRENTICE	7	7	1.72	0	.00
MAILMAN	2	2	.49	0	.00
MAINTENANCE MAN	1	1	.25	0	.00
MANAGER	1	1	.25	0	.00
MEAT CUTTER	4	4	.98	0	.00
MECHANIC, HELPER OR APPRENTICE	14	14	3.44	0	.00
MISSIONARY WORKER	18	17	4.18	1	3.57
MODEL	6	6	1.47	0	.00
NURSE, PRACTICAL OR AIDE	8	8	1.97	0	.00
PEACE CORPS, VISTA, NYC	7	7	1.72	0	.00
PLUMBER, HELPER OR APPRENTICE	2	2	.49	0	.00
POLICEMAN	11	8	1.97	3	10.71
PRINTER	2	2	.49	0	.00
PRODUCE CLERK	1	1	.25	0	.00
PROFESSIONAL ATHLETE	1	1	.25	0	.00
RADIO OPERATOR	2	2	.49	0	.00
RECEPTIONIST	8	8	1.97	0	.00
RECREATION LEADER OR ASSISTANT	2	2	.49	0	.00
REPAIRMAN-APPLIANCES	1	1	.25	0	.00
SALESMAN/SALESGIRL	32	29	7.13	3	10.71
SEAMSTRESS, SEWING MACHINE OPERATOR	2	1	.25	1	3.57
SECRETARY OR STENOGRAPHER	18	14	3.44	4	14.29
SERVICEMAN-SOLDIER, AIRMAN, ETC	1	1	.25	0	.00
SERVICE STATION ATTENDANT	3	3	.74	0	.00
STEWARDESS/STEWARD	34	31	7.62	3	10.71
STOCK BOY	3	3	.74	0	.00
TEACHER AID	2	2	.49	0	.00
TECHNICIAN X-RAY ASSISTANT	1	1	.25	0	.00
TELEPHONE OPERATOR	14	12	2.95	2	7.14
TELLER	4	4	.98	0	.00
TOUR GUIDE	2	2	.49	0	.00
TYPIST	6	5	1.23	1	3.57
WAITER/WAITRESS	16	15	3.69	1	3.57
WAREHOUSEMAN	2	2	.49	0	.00
WELDER OR SHTMTL WRKR, HLPR OR APPR	3	3	.74	0	.00
DONT KNOW	90	85	20.88	5	17.86
TRAVEL AGENT	2	2	.49	0	.00
LUMBER JACK	1	1	.25	0	.00
GAME WARDEN	1	1	.25	0	.00
GRAND TOTAL	435	407	100.0	28	100.0

TABLE V B
CONTINUING PLANS OF THOSE NOT FURTHERING EDUCATION

	TOTAL	PUBLIC	%	PRIVATE	%
FURTHER EDUCATION AT A LATER DATE	677	623	42.2	54	58.1
			% OF PUBLIC		% OF PRIVAT
PLANS ARE PERMANENT	664	612	41.4	52	56.5
PLANS ARE NON-PERMANENT	341	314	21.3	27	29.4
DON'T KNOW	564	551	37.3	13	14.1
TOTAL	1,569	1,477	100.0	92	100.0

TABLE VI B

SCHOOL BY SCHOOL BREAKDOWN

SCHOOL NAME	RESPONDENTS WITH OR WITHOUT PLANS					NOT FURTHER EDUCATION									
	TOTAL RESPONDTS	WITH PLANS NO	WITH PLANS %	WITHOUT PLANS NO	WITHOUT PLANS %	TOTAL NO	TOTAL % W/PLAN	WORK NO	WORK % NFE	MILITARY NO	MILITARY % NFE	OTHER NO	OTHER % NFE	DON'T KNOW NO	DON'T KNOW % NFE
PUBLIC SCHOOLS															
FARRINGTON HIGH	694	666	96.0	28	4.0	132	19.8	42	31.8	78	59.1	7	5.3	5	3.8
KAIMUKI HIGH	675	635	94.1	40	5.9	64	10.1	16	25.0	36	56.3	5	7.8	7	10.9
KALANI HIGH	578	561	97.1	17	2.9	81	14.4	31	38.3	39	48.1	4	4.9	7	8.6
MCKINLEY HIGH	663	631	95.2	32	4.8	82	13.0	28	34.1	43	52.4	9	11.0	2	2.4
ROOSEVELT HIGH	494	476	96.4	18	3.6	46	9.7	18	39.1	25	54.3	2	4.3	1	2.2
AIEA HIGH	246	234	95.1	12	4.9	33	14.1	10	30.3	20	60.6	1	3.0	2	6.1
LEILEHUA HIGH	382	374	97.9	8	2.1	68	18.2	20	29.4	38	55.9	2	2.9	8	11.8
RADFORD HIGH	420	390	92.9	30	7.1	67	17.2	24	35.8	30	44.8	10	14.9	3	4.5
WAIALUA HIGH	153	152	99.3	1	.7	45	29.6	8	17.8	27	60.0	3	6.7	7	15.6
CAMPBELL HIGH	178	172	96.6	6	3.4	28	16.3	9	32.1	16	57.1	0	.0	3	10.7
WAIANAE HIGH	305	298	97.7	7	2.3	90	30.2	23	25.6	53	58.9	9	10.0	5	5.6
WAIPAHU HIGH	424	405	95.5	19	4.5	70	17.3	22	31.4	44	62.9	3	4.3	1	1.4
CASTLE HIGH	351	328	93.4	23	6.6	98	29.9	32	32.7	56	57.1	5	5.1	5	5.1
KAHUKU HIGH	108	100	92.6	8	7.4	32	32.0	9	28.1	19	59.4	1	3.1	3	9.4
KAILUA HIGH	745	698	93.7	47	6.3	136	19.5	37	27.2	64	47.1	20	14.7	15	11.0
HILO HIGH	678	640	94.4	38	5.6	80	12.5	16	20.0	54	67.5	5	6.3	5	6.3
HONOKAA HIGH	109	103	94.5	6	5.5	10	9.7	2	20.0	8	80.0	0	.0	0	.0
KAU HIGH	58	56	96.6	2	3.4	11	19.6	0	.0	10	90.9	0	.0	1	9.1
KOHALA HIGH	74	71	95.9	3	4.1	12	16.9	1	8.3	9	75.0	1	8.3	1	8.3
KONAWAENA HIGH	157	150	95.5	7	4.5	33	22.0	11	33.3	12	36.4	10	30.3	0	.0
LAUPAHOEHOE HIGH	52	48	92.3	4	7.7	14	29.2	2	14.3	12	85.7	0	.0	0	.0
PAHOA HIGH	26	26	100.0	0	.0	6	23.1	0	.0	6	100.0	0	.0	0	.0
BALDWIN HIGH	365	347	95.1	18	4.9	40	11.5	7	17.5	25	62.5	2	5.0	6	15.0
HANA HIGH	14	10	71.4	4	28.6	6	60.0	0	.0	4	66.7	1	16.7	1	16.7
LAHAINA HIGH	138	136	98.6	2	1.4	29	21.3	6	20.7	22	75.9	1	3.4	0	.0
LANAI HIGH	50	48	96.0	2	4.0	10	20.8	4	40.0	6	60.0	0	.0	0	.0
MAUI HIGH	159	152	95.6	7	4.4	21	13.8	1	4.8	19	90.5	0	.0	1	4.8
MOLOKAI HIGH	65	64	98.5	1	1.5	30	46.9	3	10.0	22	73.3	3	10.0	2	6.7
KAPAA HIGH	156	152	97.4	4	2.6	28	18.4	5	17.9	22	78.6	1	3.6	0	.0
KAUAI HIGH	197	193	98.0	4	2.0	47	24.4	13	27.7	26	55.3	5	10.6	3	6.4
WAIMEA HIGH	148	148	100.0	0	.0	27	18.2	6	22.2	19	70.4	2	7.4	0	.0
TOTAL PUBLIC SCHOOL	8862	8464	95.5	398	4.5	1476	17.4	406	27.5	864	58.5	112	7.6	94	6.4

TABLE VI 8
SCHOOL BY SCHOOL BREAKDOWN

SCHOOL NAME	RESPONDENTS WITH OR WITHOUT PLANS					NOT FURTHER EDUCATION									
	TOTAL RESPONDTS	WITH PLANS NO	WITH PLANS %	WITHOUT PLANS NO	WITHOUT PLANS %	TOTAL NO	TOTAL % W/PLAN	WORK NO	WORK % NFE	MILITARY NO	MILITARY % NFE	OTHER NO	OTHER % NFE	DON'T KNOW NO	DON'T KNOW % NFE
PRIVATE SCHOOLS															
THE ACADEMY	17	17	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
DAMIEN MEMORIAL HIGH	115	112	97.4	3	2.6	13	11.6	4	30.8	9	69.2	0	.0	0	.0
HAWAII SCHOOL FOR GIRLS	11	11	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
HAWAIIAN MISSION ACADEMY	73	72	98.6	1	1.4	2	2.8	1	50.0	1	50.0	0	.0	0	.0
HONOLULU JUNIOR ACADEMY	12	11	91.7	1	8.3	0	.0	0	.0	0	.0	0	.0	0	.0
IOLANI	129	129	100.0	0	.0	1	.8	0	.0	0	.0	1	100.0	0	.0
KAMEHAMEHA-BOYS	142	135	95.1	7	4.9	24	17.8	4	16.7	19	79.2	0	.0	1	4.2
KAMEHAMEHA-GIRLS	162	159	98.1	3	1.9	10	6.3	10	100.0	0	.0	0	.0	0	.0
MARYKNOLL HIGH	94	93	98.9	1	1.1	4	4.3	1	25.0	3	75.0	0	.0	0	.0
MID-PACIFIC	86	86	100.0	0	.0	4	4.7	1	25.0	1	25.0	1	25.0	1	25.0
PACIFIC PREP ACADEMY	13	13	100.0	0	.0	1	7.7	0	.0	1	100.0	0	.0	0	.0
PUNAHOU	335	332	99.1	3	.9	0	.0	0	.0	0	.0	0	.0	0	.0
	109	109	100.0	0	.0	1	.9	1	100.0	0	.0	0	.0	0	.0
ST ANDREWS PRIORY	64	64	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
ST FRANCIS CONVENT	71	71	100.0	0	.0	4	5.6	1	25.0	1	25.0	2	50.0	0	.0
ST LOUIS HIGH	193	192	99.5	1	.5	10	5.2	1	10.0	8	80.0	0	.0	1	10.0
STAR OF THE SEA HIGH	38	38	100.0	0	.0	2	5.3	2	100.0	0	.0	0	.0	0	.0
SACRED HEARTS SEMINARY	2	2	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
ST ANNS ELEM & HIGH	25	24	96.0	1	4.0	1	4.2	1	100.0	0	.0	0	.0	0	.0
ST STEPHENS SEMINARY HIGH	1	1	100.0	0	.0	1	100.0	0	.0	1	100.0	0	.0	0	.0
HAWAII PREP ACADEMY	37	37	100.0	0	.0	1	2.7	0	.0	1	100.0	0	.0	0	.0
ST JOSEPHS HIGH	70	69	98.6	1	1.4	6	8.7	0	.0	6	100.0	0	.0	0	.0
	74	74	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
ST ANTHONYS-BOYS	31	31	100.0	0	.0	5	16.1	0	.0	5	100.0	0	.0	0	.0
ST ANTHONYS-GIRLS	47	47	100.0	0	.0	2	4.3	2	100.0	0	.0	0	.0	0	.0
	16	16	100.0	0	.0	1	6.3	0	.0	0	.0	1	100.0	0	.0
TOTAL PRIVATE SCHOOL	1967	1945	98.9	22	1.1	93	4.8	29	31.2	56	60.2	5	5.4	3	3.2

TABLE VII B

SCHOOL BY SCHOOL BREAKDOWN

SCHOOL NAME	TOTAL NO	TOTAL % W/PLAN	FURTHER EDUCATION 4-YR COLL NO	4-YR COLL % FF	2-YR COLL NO	2-YR COLL % FE	BUS SCH NO	BUS SCH % FE	TECH SCH NO	TECH SCH % FE	NURS SCH NO	NURS SCH % FE	OTHER SCH NO	OTHER SCH % FE	DON'T KNOW NO	DON'T KNOW % FE
PUBLIC SCHOOLS																
FARRINGTON HIGH	534	80.2	210	39.3	101	18.9	194	36.3	7	1.3	22	4.1	0	.0	0	.0
KAIMUKI HIGH	571	89.9	283	49.6	84	14.7	169	29.6	10	1.8	25	4.4	0	.0	0	.0
KALANI HIGH	480	85.6	262	54.6	90	18.8	85	17.7	7	1.5	36	7.5	0	.0	0	.0
MCKINLEY HIGH	549	87.0	291	53.0	59	10.7	168	30.6	6	1.1	25	4.6	0	.0	0	.0
ROOSEVELT HIGH	430	90.3	277	64.4	51	11.9	76	17.7	2	.5	24	5.6	0	.0	0	.0
AIEA HIGH	201	85.9	94	46.8	46	22.9	53	26.4	1	.5	7	3.5	0	.0	0	.0
LEILEHUA HIGH	306	81.8	137	44.8	69	22.5	79	25.8	7	2.3	14	4.6	0	.0	0	.0
RADFORD HIGH	323	82.8	157	48.6	52	16.1	89	27.6	10	3.1	15	4.6	0	.0	0	.0
WAIALUA HIGH	107	70.4	27	25.2	33	30.8	40	37.4	0	.0	7	6.5	0	.0	0	.0
CAMPBELL HIGH	144	83.7	40	27.8	47	32.6	49	34.0	4	2.8	4	2.8	0	.0	0	.0
WAIANAE HIGH	208	69.8	45	21.6	43	20.7	99	47.6	4	1.9	17	8.2	0	.0	0	.0
WAIPAHU HIGH	335	82.7	132	39.4	82	24.5	103	30.7	5	1.5	13	3.9	0	.0	0	.0
CASTLE HIGH	230	70.1	97	42.2	28	12.2	85	37.0	1	.4	19	8.3	0	.0	0	.0
KAHUKU HIGH	68	68.0	27	39.7	17	25.0	21	30.9	0	.0	3	4.4	0	.0	0	.0
KAILUA HIGH	562	80.5	318	56.6	100	17.8	103	18.3	8	1.4	33	5.9	0	.0	0	.0
HILO HIGH	560	87.5	271	48.4	58	10.4	197	35.2	11	2.0	23	4.1	0	.0	0	.0
HONOKAA HIGH	93	90.3	28	30.1	14	15.1	37	39.8	5	5.4	9	9.7	0	.0	0	.0
KAU HIGH	45	80.4	15	33.3	5	11.1	19	42.2	1	2.2	5	11.1	0	.0	0	.0
KOHALA HIGH	59	83.1	20	33.9	2	3.4	33	55.9	0	.0	4	6.8	0	.0	0	.0
KONAWAENA HIGH	117	78.0	56	47.9	11	9.4	47	40.2	0	.0	3	2.6	0	.0	0	.0
LAUPAHOEHOE HIGH	34	70.8	15	44.1	5	14.7	14	41.2	0	.0	0	.0	0	.0	0	.0
PAHOA HIGH	20	76.9	11	55.0	1	5.0	7	35.0	0	.0	1	5.0	0	.0	0	.0
BALDWIN HIGH	307	88.5	137	44.6	65	21.2	87	28.3	0	.0	18	5.9	0	.0	0	.0
HANA HIGH	4	40.0	1	25.0	0	.0	3	75.0	0	.0	0	.0	0	.0	0	.0
LAHAINA HIGH	107	78.7	40	37.4	25	23.4	41	38.3	1	.9	0	.0	0	.0	0	.0
LANAI HIGH	38	79.2	10	26.3	5	13.2	21	55.3	1	2.6	1	2.6	0	.0	0	.0
MAUI HIGH	131	86.2	36	27.5	40	30.5	47	35.9	1	.8	7	5.3	0	.0	0	.0
MOLOKAI HIGH	34	53.1	5	14.7	14	41.2	14	41.2	0	.0	1	2.9	0	.0	0	.0
KAPAA HIGH	124	81.6	62	50.0	19	15.3	37	29.8	2	1.6	4	3.2	0	.0	0	.0
KAUAI HIGH	146	75.6	58	39.7	19	13.0	66	45.2	2	1.4	1	.7	0	.0	0	.0
WAIMEA HIGH	121	81.8	65	53.7	16	13.2	37	30.6	3	2.5	0	.0	0	.0	0	.0
TOTAL PUBLIC SCHOOL	6988	82.6	3227	46.7	1201	17.2	2120	30.3	99	1.4	341	4.9	0	.0	0	.0

TABLE VII B

SCHOOL BY SCHOOL BREAKDOWN

SCHOOL NAME	TOTAL NO	TOTAL % W/PLAN	FURTHER EDUCATION: 4-YR COLL NO	4-YR COLL % FE	2-YR COLL NO	2-YR COLL % FE	BUS SCH NO	BUS SCH % FE	TECH SCH NO	TECH SCH % FE	NURS SCH NO	NURS SCH % FE	OTHER SCH NO	OTHER SCH % FE	DON'T KNOW NO	DON'T KNOW % FE
PRIVATE SCHOOLS																
THE ACADEMY	17	100.0	8	47.1	8	47.1	1	5.9	0	.0	0	.0	0	.0	0	.0
DAMIEN MEMORIAL HIGH	99	88.4	57	57.6	18	18.2	16	16.2	0	.0	8	8.1	0	.0	0	.0
HAWAII SCHOOL FOR GIRLS	11	100.0	6	54.5	5	45.5	0	.0	0	.0	0	.0	0	.0	0	.0
HAWAIIAN MISSION ACADEMY	70	97.2	60	85.7	3	4.3	5	7.1	1	1.4	1	1.4	0	.0	0	.0
HONOLULU JUNIOR ACADEMY	11	100.0	1	9.1	7	63.6	2	18.2	1	9.1	0	.0	0	.0	0	.0
IOLANI	128	99.2	119	93.0	5	3.9	0	.0	2	1.6	2	1.6	0	.0	0	.0
KAMEHAMEHA-BOYS	111	82.2	66	59.5	24	21.6	16	14.4	2	1.8	3	2.7	0	.0	0	.0
KAMEHAMEHA-GIRLS	149	93.7	93	62.4	26	17.4	27	18.1	0	.0	3	2.0	0	.0	0	.0
MARYKNOLL HIGH	89	95.7	72	80.9	9	10.1	4	4.5	0	.0	4	4.5	0	.0	0	.0
MID-PACIFIC	82	95.3	68	82.9	7	8.5	3	3.7	1	1.2	3	3.7	0	.0	0	.0
PACIFIC PREP ACADEMY	12	92.3	5	41.7	3	25.0	3	25.0	1	8.3	0	.0	0	.0	0	.0
PUNAHOU	332	100.0	304	91.6	22	6.6	0	.0	1	.3	5	1.5	0	.0	0	.0
	108	99.1	86	79.6	7	6.5	12	11.1	0	.0	3	2.8	0	.0	0	.0
ST ANDREWS PRIORY	64	100.0	51	79.7	7	10.9	2	3.1	0	.0	4	6.3	0	.0	0	.0
ST FRANCIS CONVENT	67	94.4	37	55.2	13	19.4	14	20.9	1	1.5	2	3.0	0	.0	0	.0
ST LOUIS HIGH	182	94.8	131	72.0	28	15.4	12	6.6	1	.5	10	5.5	0	.0	0	.0
STAR OF THE SEA HIGH	36	94.7	19	52.8	3	8.3	13	36.1	0	.0	1	2.8	0	.0	0	.0
SACRED HEARTS SEMINARY	2	100.0	0	.0	2	.0	0	.0	0	.0	0	.0	0	.0	0	.0
ST ANNS ELEM & HIGH	23	95.9	13	56.5	6	26.1	4	17.4	0	.0	0	.0	0	.0	0	.0
ST STEPHENS SEMINARY HIGH	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
HAWAII PREP ACADEMY	36	97.3	31	86.1	5	13.9	0	.0	0	.0	0	.0	0	.0	0	.0
ST JOSEPHS HIGH	63	91.3	39	61.9	5	7.9	16	25.4	3	4.8	0	.0	0	.0	0	.0
	74	100.0	62	83.8	6	8.1	3	4.1	0	.0	3	4.1	0	.0	0	.0
ST ANTHONYS-BOYS	26	83.9	11	42.3	10	38.5	5	19.2	0	.0	0	.0	0	.0	0	.0
ST ANTHONYS-GIRLS	45	95.7	10	22.2	8	17.8	25	55.6	1	2.2	1	2.2	0	.0	0	.0
	15	93.8	12	80.0	1	6.7	1	6.7	0	.0	1	6.7	0	.0	0	.0
TOTAL PRIVATE SCHOOL	1852	95.2	1361	73.5	238	12.9	184	9.9	15	.8	54	2.9	0	.0	0	.0

right portion of Table VI-B is an enumeration of those who have no plans to further their education. Table VII-B is an enumeration of those who have plans to further their education.

SUMMARY*

Of the 10,409 seniors who indicate they have definite plans after high school, 84.9 per cent plan to further their education. This is a slight increase of .3 per cent over last year's 84.6 per cent. A steady increase is noted over the years in the per cent of graduates indicating plans for further education.

Conversely a steady decrease is noted in the proportion of seniors who plan to seek full-time employment right after high school. Plans of the Class of 1967 showed 4.8 per cent planning for employment, whereas, the Class of 1968 shows a lower 4.1 per cent.

Plans for Furthering Education

As it is the responsibility of the public schools to provide for all segments of the population, it is to be expected that the per cent of college-bound seniors from public schools is offset by those terminating their education or planning for enrollment in two-year occupational schools instead. Private schools are generally college preparatory and this is reflected in annual statistics on college plans. The per cent of private school seniors planning for four years of college education continues to remain higher than that of public schools, 73.5 per cent for private schools compared to 46.2 per cent for public schools.

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*(The summary above is based on the statewide data in Tables I-B through V-B. Schools should utilize the data in Tables VI-B and VII-B for their own use.)

Major Fields of Study

Among the broad categories of major fields, arts and sciences are more frequently selected as major areas of study. Business ranks next in frequency of selection. Except for trade/industrial programs of study and training, the other fields of study generally rank similarly for both private and public schools: education, engineering, health sciences, home economics, and agriculture.

Again, as in the past, a greater percentage of the public school students plan for trade/industrial study and training, 15.0 per cent for public schools as compared to 4.4 per cent for private schools.

A substantial per cent of 13.4 public school students and 12.5 private school students still are not certain about their field of interest. Students may take as long as a part or all of their undergraduate years in college to decide on their major field. This period of exploration may prove to be advantageous for some,while others will stand to gain from early pursuit of a chosen field.

School Locations

Plans for the location of the school continues along the same pattern as in the past with 62.7 per cent of the public school students remaining in Hawaii and 38.5 per cent of the private school seniors planning likewise. Hawaii students who plan to attend school outside of Hawaii tend to concentrate along the westernmost states of the mainland: California, Oregon, Colorado, and Washington. Eastern states are selected in greater frequency by private school seniors. As stated in the past, private school seniors are assumed to come from more affluent families that can afford out-of-state educational expenses for their youngsters. The number of four-year colleges is limited in Hawaii and students continue to move on to the mainland for individual preferences.

COMPARISON OF PLANS BETWEEN PUBLIC AND PRIVATE SCHOOLS, BY MAJOR FIELD

	PUBLIC		PRIVATE	
Rank Order		% Intention		% Intention
1	Arts & Sciences	22.09	Arts & Sciences	34.17
2	Business	21.57	Business	17.33
3	Trade/Industrial	15.01	Education	10.74
4	Education	13.40	Engineering	9.61
5	Health Sciences	6.03	Health Sciences	7.55
6	Engineering	5.86	Trade/Industrial	4.37
7	Home Economics	1.76	Home Economics	2.53
8	Agriculture	.88	Agriculture	1.18

Occupations

Selection of occupations for full-time employment after high school is limited to service and unskilled work such as saleswork, waiting on tables, missionary work, and trade apprenticeship. (See Table IV-B for details.) The following summarizes the most frequently selected occupations by public high schools (private school listing is not included because of negligible numbers involved).

Occupation	No.	Per cent of Public
Stewardess/steward	31	7.6
Salesman/salesgirl	29	7.1
Missionary worker	17	4.2
Waiter/waitress	15	3.7
Mechanic helper or apprentice	14	3.4

The annual follow-up survey of 1967 public high school graduates indicated that of all the working graduates, the following were involved in similar service and unskilled types of work:

Occupation	No.	Per cent of Public
Sales	118	8.5
Clerk	111	8.0
Service station attendant	90	6.5
Laborer	68	4.9
Waiter, waitress	67	4.8

Plans of graduates do not heavily include "service station attendant" and "laborer" but, in reality, these appear to be among the few occupations that can absorb the graduates who do not go on for further education.

Plans for No Immediate Further Education

Of the 10,829 respondents to the survey questionnaire, 1,569 students (14.5 per cent) indicated no plans for immediate further education after high school. However, 42.2 per cent of the public and 58.1 per cent of the private school seniors reported plans to further their education at a later date. Of all those not furthering their education, only 41.4 per cent of the public and 56.5 per cent of the private school seniors indicate that their decisions are permanent. These responses indicate an awareness on the part of the youngsters that plans can be made flexible enough to adjust to changing needs and conditions.

Section III

Follow-Up Survey of 1967 High School Graduates (Public and Private)

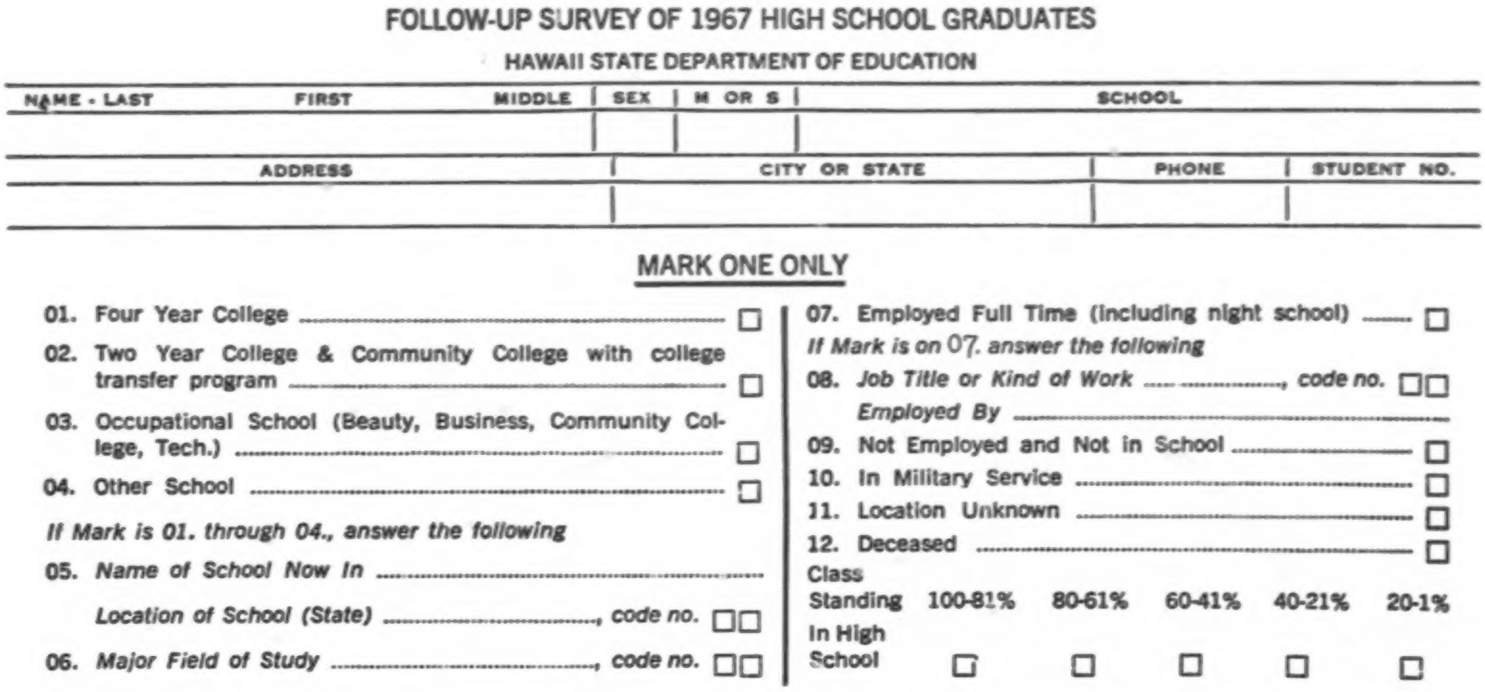
PURPOSE

A follow-up of graduates one year after graduation can possibly provide the following kinds of information: 1) consistency of senior-year plans with post-high school activities, 2) relationship of final college and other school placements to class rankings, and 3) statistical data (percentages qualifying for enrollment at various types of schools, types of employment for those "fully employed," and percentage of graduates failing to pursue definite post-high school activities within a year after graduation) for the evaluation of school objectives and programs offered (college preparatory, general, or vocationally-oriented). The report on the status of Hawaii's 1967 graduates was designed to provide such information as well as a broad basis for other analyses and comparisons.

PROCEDURE

In recognition of the reliability and economy (in terms of time, materials, and effort) of sampling procedures and for the purpose of minimizing work load at the school level, the follow-up survey of 1967 graduates was designed to include only a sampling of the total public and private school graduates. At a confidence level of .95 per cent, 5,882 graduates were randomly selected.

The key instrument in collecting data for this survey was the Follow-Up Survey (IBM) card:



FOLLOW-UP SURVEY OF 1967 HIGH SCHOOL GRADUATES

HAWAII STATE DEPARTMENT OF EDUCATION

NAME - LAST	FIRST	MIDDLE	SEX	M OR S	SCHOOL

ADDRESS	CITY OR STATE	PHONE	STUDENT NO.

MARK ONE ONLY

01. Four Year College .... ☐
02. Two Year College & Community College with college transfer program .... ☐
03. Occupational School (Beauty, Business, Community College, Tech.) .... ☐
04. Other School .... ☐

If Mark is 01. through 04., answer the following

05. *Name of School Now In* ....

Location of School (State) ...., *code no.* ☐☐

06. *Major Field of Study* ...., *code no.* ☐☐

07. Employed Full Time (including night school) .... ☐

If Mark is on 07. *answer the following*

08. *Job Title or Kind of Work* ...., *code no.* ☐☐

Employed By ________

09. Not Employed and Not in School .... ☐
10. In Military Service .... ☐
11. Location Unknown .... ☐
12. Deceased .... ☐

Class Standing In High School	100-81%	80-61%	60-41%	40-21%	20-1%
	☐	☐	☐	☐	☐

In February of 1968, cards for each graduate were sent to all public and private schools with a 1967 graduating class. All cards were completed by the beginning of May. This Office had earlier requested all local post-high school institutions, universities, colleges, commercial, technical schools, etc., to submit lists of 1967 high school graduates enrolled in their respective institutions. With the information thus provided, many of the cards were filled in by this Office and sent to the schools only for confirmation and the entering of the graduate's class rank and marital status.

For those graduates whose names had not been reported by the local educational institutions, school personnel indicated their after-high-school activity after checking with relatives or friends still in school, calling the graduate's home, or getting the necessary information by some other means. Schools were specifically instructed not to send the cards home as this procedure resulted in very few responses in the past.

Limitations

1. Non-direct response: As explained above, the results should not be considered as direct responses from the graduates. A choice had to be made between obtaining direct responses from the graduates, and settling for few returns, and the non-direct method with perhaps less accuracy, but almost 100 per cent coverage of all sample graduates. The latter plan was chosen.
2. Class Rank: The schools that responded to the request for their listings of criteria used for determining class rank reported averaging grades earned in all the courses pursued from grades 9-12. Limitation should be recognized, however, in the existing differences in grading standards from teacher to teacher and from school to school.

3. Immediate Activities: Activities reported should not be considered either permanent or non-permanent enterprises. The survey makes no attempt to differentiate along these lines. Actually, it can be said that just about all those in school are in a non-permanent category. This may be just as true for those in military service, although a substantial number may be career persons. Some of those working full-time may have school plans later and those in junior colleges or other schools may enter a four-year college or university before their school careers end. The activities indicated, then, should be regarded as immediate -- within one year after graduation.

FINDINGS

Status Within a Year After Graduation

Though this year's follow-up study included only a sample group of 5,882 out of a total of 11,715 graduates, final data are similarly distributed among the various activities (specified in Table I-C) as last year's. (Of the total sample group, follow-up data for 5,842 [99.3 per cent] were compiled.) Among the selected sample graduates, 66.9 per cent are engaged in furthering their education, an increase of 1.3 per cent over last year's 65.6 per cent in this category. As last year, a substantially larger group (62.3 per cent) of those furthering their education are enrolled in four-year colleges.

The category of "occupational school" includes business schools, technical schools, and two-year junior and community colleges that provide occupational training within, generally, two years. This year, an attempt was made to differentiate between those who are enrolled in two-year colleges for eventual transfer to four-year colleges and those who are enrolled for occupational training, generally,

TABLE I C ACTIVITIES OF 1967 HIGH SCHOOL GRADUATES (SAMPLE)

ACTIVITIES	PUBLIC SCHOOL	%	PRIVATE SCHOOL	%	MALE	%	FEMALE	%	GRAND TOTAL	%
FOUR YEAR COLLEGE	1418	32.7	1016	67.7	1170	39.3	1264	44.1	2434	41.7
TWO YEAR JR COLLEGE	192	4.4	102	6.8	163	5.5	131	4.6	294	5.0
OCCUPATIONAL SCHOOL	942	21.7	160	10.7	417	14.0	685	23.9	1102	18.9
OTHER SCHOOL	59	1.4	15	1.0	23	.8	51	1.8	74	1.3
EMPLOYED FULL TIME	530	12.2	70	4.7	288	9.7	312	10.9	600	10.3
NOT EMPLOYED, SCHOOL	307	7.1	34	2.3	86	2.9	255	8.9	341	5.8
MILITARY SERVICE	612	14.1	69	4.6	665	22.4	16	.6	681	11.7
LOCATION UNKNOWN	276	6.4	33	2.2	156	5.2	153	5.3	309	5.3
DECEASED	5	.1	2	.1	7	.2	0	.0	7	.1
TOTAL RESPONDENTS	4341	100.0	1501	100.0	2975	50.9	2867	49.1	5842	100.0

for two years only. Table I-C shows that 5.0 per cent of the sample graduates are enrolled in two-year colleges pursuing a college transfer program. Those enrolled for occupational training total 18.9 per cent of the sample group. A total of 23.9 per cent are enrolled in two-year post-high institutions. This compares similarly to last year's 23.4 per cent.

The trend of more graduates furthering their education and fewer of them entering full employment continues with the Class of 1967:

	1962	1964	1965	1966	1967
Further Education	55.0%	61.0%	65.2%	65.6%	66.9%
Employment	15.0	15.0	13.3	13.0	10.3

Not unusual differences are noted between the activities of public and private school graduates. Among private school graduates, 86.2 per cent are found to be furthering their education and among public school graduates, 60.2 per cent are enrolled in school. The per cent of private school graduates (67.7%) enrolled in four-year colleges more than doubles the per cent of similarly enrolled public school graduates (32.7%). This is expected of the almost wholly college preparatory private schools with a carefully selected pupil population.

Relationship Among Quintile Class Standings and Activities

Table II-C again specifies the nine activity categories, but this time the distribution is rearranged according to the graduates' quintile standings as reported by the schools. Schools were requested to determine each graduate's standing by applying the same method they use in filling out college applications.

A variety of analyses and comparisons can be made from the data in Table II-C from which inferences can be made. Rather than going into a great amount of detail (the reader is encouraged to make other comparisons from this table as well as the

②

TABLE II C - QUINTILE GROUPS, BY ACTIVITIES (SAMPLE TOTAL - PUBLIC AND PRIVATE)

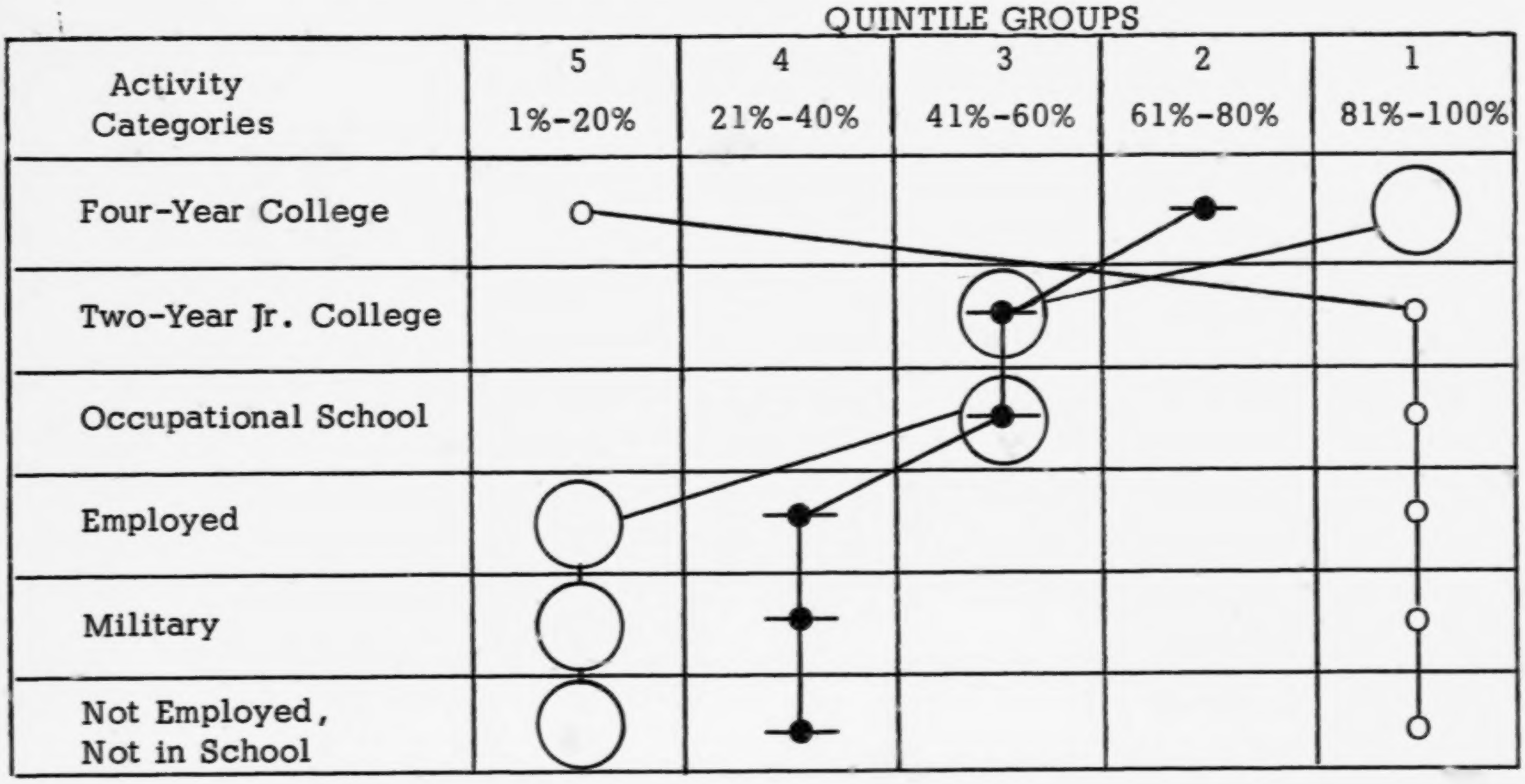
				QUINTILE CLASS STANDING																	
	TOTAL			100-81%			80-61%			60-41%			40-21%			20-1%			NO DATA		
ACTIVITIES	M	F	BOTH	M	F	BOTH	M	F	BOTH	M	F	BOTH	M	F	BOTH	M	F	BOTH	M	F	BOTH
FOUR YEAR COLLEGE	1170	1264	2434	391	596	987	328	356	684	215	185	400	149	81	230	84	44	128	3	2	5
TWO YEAR JR COLLEGE	163	131	294	6	21	27	22	34	56	39	41	80	41	17	58	53	18	71	2	0	2
OCCUPATIONAL SCHOOL	417	685	1102	9	68	77	50	147	197	128	200	328	135	164	299	93	105	198	2	1	3
OTHER SCHOOL	23	51	74	8	5	13	2	6	8	1	7	8	5	12	17	7	21	28	0	0	0
EMPLOYED FULL TIME	288	312	600	6	35	41	18	64	82	44	62	106	83	69	152	137	82	219	0	0	0
NOT EMPLOYED, SCHOOL	86	255	341	2	20	22	7	38	45	9	60	69	26	68	94	42	69	111	0	0	0
MILITARY SERVICE	665	16	681	9	0	9	67	5	72	145	4	149	214	3	217	230	4	234	0	0	0
LOCATION UNKNOWN	156	153	309	14	25	39	23	31	54	31	29	60	36	39	75	51	29	80	1	0	1
DECEASED	7	0	7	1	0	1	1	0	1	2	0	2	1	0	1	2	0	2	0	0	0
TOTAL	2975	2867	5842	446	770	1216	518	681	1199	614	588	1202	690	453	1143	699	372	1071	8	3	11

school-by-school breakdown in Table IX-C and X-C), the following schematic design is presented to show which quintile groups have the most and the least representation in the major activity categories, and in which quintile group the median falls for each activity:

◯ - The quintile group under which the large circle is placed has the largest number of graduates for that particular activity category.

○ - the quintile group under which the small circle is placed has the smallest number of graduates for that particular category.

—●— - the quintile group, under which the black dot with a horizontal line running through it is placed, represents the group in which the median falls for each category.



From the above, it can be readily seen that the distribution of graduates is skewed left in the four-year college category, and the mode and median move to the left as one reads downward to the last listed category, not employed/not in school. (The categories are not necessarily listed according to a rank or "social ladder.")

A difference is noted between last year's and this year's placement of the mode for the two-year junior college category. The mode fell in the 21%-40% quintile group last year, whereas, it falls in the 41%-60% group this year. This is very likely attributed to the change, this year, in categorizing only students with plans for a college transfer program within the "two-year junior college" activity. Others pursuing occupational training are categorized within "occupational school" regardless of their "two-year college" status.

Relationship of Plans Before Graduation and Actual Activities Within a Year After Graduation

As a total group, the 5,842 sample graduates of 1967 displayed some stability between their plans (May 1967) before graduation and their actual activities one year later (May 1968):

Plans May, 1967		Actual Activities May, 1968
84.6%	Further Education	66.9%
4.8	Full-time Employment	10.3
8.2	Military Service	11.7
3.8	No Definite Plans	////
////	Not in School or Employed	5.8
////	Deceased	.1
////	Location Unknown	5.3

A further breakdown of those in the "further education" category shows the following:

Educational Plans May, 1967		Educational Status May, 1968
53.5%	Four-Year College	62.3%
22.6	Two-Year Junior College	7.5
17.1	Occupational School	28.2
3.2	Other School	1.9
3.5	Don't Know	////

Differences in the two-year junior college and occupational school categories are a result of the attempt, this year, to differentiate between those who attend a two-year college for eventual transfer to a four-year college and those who attend for occupational training, generally, for two years in preparation for full-time employment. It can be deduced here that though 22.6 per cent planned to further their education in a two-year college, only 7.5 per cent actually enrolled in a college transfer type of program a year later. The rest of those who planned on a two-year college enrolled for occupational training in the two-year colleges and other business and technical schools.

The discussion so far has been limited to plans and actual activities of the graduates, collectively as a group. The data in Table III-C and IV-C add a great deal more light to the picture as each individual graduate's plan was matched with his actual status one year later. Table III-C groups the graduates according to their actual activity (by columns) and their original plans (by rows) are enumerated. Table IV-C groups the graduates according to their original plans (by columns) and their actual activities (by rows) are enumerated. (These figures reflect only major categories.)

TABLE III C CONSISTENCY OF ACTUAL ACTIVITY WITH PLANS

ACTUAL ACTIVITY WITHIN ONE YEAR AFTER GRADUATION, 1968

PLANS BEFORE	4-YR. COLL.		2-YR. JR. COLL.		OCCUP. SCH.		OTHER SCH.		FULLY EMPLOYED		NOT EMP/SCH		MIL. SERVICE	
GRADUATION	2433		294		1102		74		600		341		681	
MAY, 1967	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
FOUR YEAR COLLEGE	2257	92.8	54	18.4	77	7.0	4	5.4	50	8.3	40	11.7	37	5.4
TWO YEAR COLLEGE	98	4.0	180	61.2	454	41.2	12	16.2	90	15.0	59	17.3	85	12.5
OCCUPATIONAL SCHOOL	22	.9	19	6.5	438	39.7	16	21.6	137	22.8	65	19.1	83	12.2
OTHER SCHOOL	6	.2	5	1.7	28	2.5	21	28.4	26	4.3	19	5.6	33	4.8
FULLY EMPLOYED	1	.0	5	1.7	25	2.3	2	2.7	102	17.0	55	16.1	29	4.3
MILITARY SERVICE	12	.5	10	3.4	30	2.7	6	8.1	71	11.8	20	5.9	318	46.7
OTHER PLANS	3	.1	1	.3	3	.3	1	1.4	17	2.8	21	6.2	7	1.0
NO DEFINITE PLANS	34	1.4	20	6.8	47	4.3	12	16.2	107	17.8	62	18.2	89	13.1

To read this table:

Each column groups the 1967 sample graduates, public and private, according to their actual activities one year after graduation, as identified in each column heading. The column heading also includes the number of respondents in that particular group. Reading vertically, one can say that of the 681 sample graduates who are in the military, 318 had planned before graduation to enter the armed forces, 37 had planned to attend a four-year college instead, 89 had no definite plans, and so on. Figures are not additive because only major categories are shown.

TABLE IV C FULFILLMENT OF PLANS

PLANS BEFORE GRADUATION, MAY 1967

ACTUAL ACTIVITY	4-YR COLL.		2-YR JR COLL.		OCCUP SCH.		OTHER SCH.		FULLY EMPLOYED		MIL SERVICE		OTHER PLANS		NO PLANS	
WITHIN 1 YR. AFTER	2598		1040		829		149		253		501		62		409	
GRADUATION, 1968	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
FOUR YEAR COLLEGE	2257	86.9	98	9.4	22	2.7	6	4.0	1	.4	12	2.4	3	4.8	34	8.3
TWO YEAR JR. COLL.	54	2.1	180	17.3	19	2.3	5	3.4	5	2.0	10	2.0	1	1.6	20	4.9
OCCUPATIONAL SCHOOL	77	3.0	454	43.7	439	52.8	28	18.8	25	9.9	30	6.0	3	4.8	47	11.5
OTHER SCHOOL	4	.2	12	1.2	16	1.9	21	14.1	2	.8	6	1.2	1	1.6	12	2.9
FULLY EMPLOYED	50	1.9	90	9.7	137	16.5	26	17.4	102	40.3	71	14.2	17	27.4	107	26.2
NOT EMPLOYED/SCHOOL	40	1.5	59	5.7	65	7.8	19	12.9	55	21.7	20	4.0	21	33.9	62	15.2
MILITARY SERVICE	37	1.4	85	8.2	83	10.0	33	22.1	29	11.5	318	63.5	7	11.3	89	21.8

To read this table:

Each column groups the 1967 sample graduates, public and private, according to their plans, which are identified in each column heading. The column heading also includes the number of sample graduates in that particular group. Reading vertically, one can say that of the 2,598 who aspired to enter a four-year college, 2,257 followed through and the rest changed their minds -- 54 went to a two-year junior college instead, 77 to occupational schools and so on. One can also say that among those who had no definite plans, the largest number became fully employed. Figures are not additive because only major categories are shown.

Discussion of the data in these two tables can go on almost endlessly. The reader is left to find inferences of value. Of significance is the fact that those in four-year colleges showed the most stability between plans and actual activity. In Table III-C, of the 2,433 sample graduates in the four-year college category a year after high school, 92.8 per cent had planned to enroll in this type of school before graduation. In Table IV-C, of the 2,598 seniors in high school in 1967 who planned to attend a four-year college, 86.9 per cent fulfilled their plans while others enrolled in other types of schools, found employment, entered military service, or were still "not employed nor in school." Changes noted (Table IV-C) in the fulfillment of plans for enrollment in a two-year college are explained by the distinction made this year between students enrolled in college transfer programs and those enrolled in two-year occupational training programs.

In the military service category, a high level of stability (compared to that of other categories) is noted between plans and the actual activity a year later. Of the actual number in military service a year later, 46.7 per cent had previously planned to enter military service (Table III-C). Of the students who contemplated upon entering military service, 63.5 per cent fulfilled their plans (Table IV-C).

Only 17.0 per cent of those fully employed a year later had planned to work full-time, while 16.1 per cent of those "not employed nor in school" a year after graduation had planned to enter the work force before graduation. Of those who planned for full-time employment, 40.3 per cent fulfilled their plans.

It can be seen in Table IV-C that among those who had "other plans," 33.0 per cent were found to be not employed nor in school, and of those with "no plans," 26.2 per cent became fully employed and 15.2 per cent were not employed nor in school. The table also shows that 40.3 per cent of those who planned to work full time after high school found employment.

College and School Location of Graduates Pursuing Further Education

Again, as in the past, every state in the union has at least one 1967 graduate from a Hawaii high school attending a post-high school institution. Table V-C shows that the graduates are enrolled in greatest numbers at the following locations: Hawaii (67.3 per cent), California (9.5 per cent), Washington (4.5 per cent), and Oregon (3.4 per cent). The location of 1.5 per cent of the in-school graduates could not be determined.

Occupations of the Working Graduates

Table VI-C shows that the 600 sample graduates (10.3 per cent of the total sample) who are employed full time are most frequently engaged in clerical, sales, unskilled, and service job classifications as listed below:

Clerical	7.3%
Sales	6.8
Service Station Attendant	6.5
Waiter, Waitress	5.7
Laborer	4.8

To occupationally inexperienced graduates the above job classifications appear to be more easily and frequently available than others with perhaps fewer turnover of vacancies, more specialized skills, etc.

Marital Status

Similarly as last year, only 2.57 per cent (2.87 per cent for 1966) of the graduates are married, and of this group, 77 per cent are females. Of the married graduates (almost entirely females), 52.6 per cent are not employed nor in school. Among the male married graduates, 61.8 per cent are fully employed. See Table VII-C.

School-by-School Breakdown

Table VIII-C, IX-C, and X-C are presented primarily for use by individual schools. Table VIII-C gives the number of sample graduates of both public and private schools for 1967 and the number of sample respondents (5,842) accounted for in this survey (99.3 per cent for all public and private schools). Total numbers of graduates are also listed for each school. The public schools (by districts) are listed first, followed by the private schools. The number of respondents per school is broken down into quintile groups (based on the graduates' class standings or ranks which are usually determined on grade-point averages). Comparison of quintile group distributions of various schools should not be made without taking into consideration differences in grading standards and group characteristics. (The "total" percentages in Table VIII-C are based on the number of sample June graduates; the percentages for each quintile group are based on the number of respondents.)

Table IX-C indicates (school by school in the same order as Table VIII-C and by quintile group) the activities of the 1967 graduates who are furthering their education. For each individual school, this and Table X-C are a starting point for the correlation of what graduates are doing within one year after high school and their high school standing. The "total" percentages for each school are based on the number of respondents for all activity categories in Table IX-C and X-C. The percentages for each quintile group are based on the number of respondents falling in each particular activity category. Schools may compare the

TABLE V-C
COLLEGE AND SCHOOL
LOCATIONS OF THE 1967 GRADUATES PURSUING FURTHER EDUCATION
(PUBLIC & PRIVATE)

STATE	MALE	FEMALE	BOTH	PERCENT
ALABAMA	3	2	5	.13
ALASKA	1	0	1	.03
ARIZONA	13	9	22	.56
ARKANSAS	1	0	1	.03
CALIFORNIA	215	154	369	9.45
COLORADO	43	46	89	2.28
CONNECTICUT	5	1	6	.15
DISTRICT OF COLUMBIA	2	3	5	.13
FLORIDA	3	3	6	.15
GEORGIA	5	3	8	.20
HAWAII	1106	1523	2629	67.34
IDAHO	7	8	15	.38
ILLINOIS	15	19	34	.87
INDIANA	12	4	16	.41
IOWA	9	11	20	.51
KANSAS	8	5	13	.33
KENTUCKY	0	1	1	.03
LOUISIANA	2	1	3	.08
MAINE	1	0	1	.03
MARYLAND	10	9	19	.49
MASSACHUSETTS	11	12	23	.59
MICHIGAN	12	7	19	.49
MINNESOTA	3	8	11	.28
MISSISSIPPI	1	0	1	.03
MISSOURI	8	10	18	.46
MONTANA	4	1	5	.13
NEBRASKA	3	6	9	.23
NEVADA	2	1	3	.08
NEW HAMPSHIRE	2	0	2	.05
NEW MEXICO	5	3	8	.20
NEW YORK	20	8	28	.72
NORTH CAROLINA	1	1	2	.05
NORTH DAKOTA	0	1	1	.03
OHIO	10	6	16	.41
OKLAHOMA	1	2	3	.08
OREGON	72	61	133	3.41
PENNSYLVANIA	10	4	14	.36
RHODE ISLAND	6	1	7	.18
SOUTH CAROLINA	3	3	6	.15
TENNESSEE	3	3	6	.15
TEXAS	7	20	27	.69
UTAH	7	13	20	.51
VERMONT	3	1	4	.10
VIRGINIA	6	5	11	.28
WASHINGTON	85	90	175	4.48
WISCONSIN	7	9	16	.41
WYOMING	1	0	1	.03
FOREIGN COUNTRIES	4	8	12	.31
UNKNOWN	15	45	60	1.54
GRAND TOTAL	1773	2131	3904	100.00

TABLE VI C
OCCUPATIONS OF THE 1967 WORKING GRADUATES (PUBLIC & PRIVATE)

OCCUPATION	MALE	FEMALE	BOTH	PERCENT
BABYSITTER	1	2	3	.50
BAKER	1	0	1	.17
BEAUTICIAN	0	1	1	.17
BELLBOY	1	0	1	.17
BUSBOYS & GIRLS	5	1	6	1.00
CAFETERIA WORKER	1	1	2	.33
CANNERY WORKER	2	1	3	.50
CASHIER	0	12	12	2.00
CLERK	4	40	44	7.33
COOK	4	1	5	.83
COUNTER GIRL	1	16	17	2.83
CUSTODIAN	3	1	4	.67
DELIVERY MAN	12	1	13	2.17
DENTAL ASSISTANT	0	3	3	.50
DESK CLERK	0	4	4	.67
DISHWASHER	4	0	4	.67
DRIVER-VEHICLE	7	1	8	1.33
ELECTRICIAN	2	0	2	.33
ENTERTAINER INCLUDING MUSICIAN	1	5	6	1.00
FACTORY WORKER	4	1	5	.83
FARMER	2	1	3	.50
GLAZIER APPRENTICE-GLASS	1	0	1	.17
GUARD OR WATCHMAN	1	0	1	.17
HOTEL WORKER	4	6	10	1.67
KEYPUNCH AND TAB MACHINE OPERATOR	0	3	3	.50
LABORER-CONSTRUCTION ETC	26	3	29	4.83
LAUNDRY-PRESSING, FOLDING	1	0	1	.17
LIBRARIAN	1	1	2	.33
MACHINIST	4	1	5	.83
MAINTENANCE MAN	3	0	3	.50
MANAGER	1	0	1	.17
MASON	1	0	1	.17
MEAT CUTTER	2	0	2	.33
MECHANIC	4	0	4	.67
MESSENGER	2	1	3	.50
MISSIONARY WORKER	1	6	7	1.17
NURSE-PRACTICAL OR AIDE	1	9	10	1.67
PHOTOGRAPHER	0	1	1	.17
PLANTATION LABORER	1	0	1	.17
PLUMBER	2	0	2	.33
POLICEMAN	4	0	4	.67
PRINTER	1	0	1	.17
PRODUCE CLERK	4	0	4	.67
RANCHER, COWBOY	1	0	1	.17
RECEPTIONIST	0	5	5	.83
REPAIRMAN-APPLIANCES	2	0	2	.33
SALESMAN, SALESGIRL	8	33	41	6.83
SEAMSTRESS	0	1	1	.17
SECRETARY OR STENOGRAPHER	0	10	10	1.67
SERVICE STATION ATTENDANT	39	0	39	6.50
STEVEDORE	1	0	1	.17
STEWARDESS, STEWARD	3	1	4	.67
STOCK BOY	13	0	13	2.17
TELEPHONE OPERATOR	0	7	7	1.17
TELLER	0	2	2	.33
TYPIST	0	6	6	1.00
USHER OR USHERETTE	0	6	6	1.00
WAITER OR WAITRESS	2	32	34	5.67
WAREHOUSEMAN	2	0	2	.33
WELDER OR SHEET METAL WORKER	6	0	6	1.00
YARDMAN	1	0	1	.17
DON'T KNOW	60	63	123	20.50
OTHERS	30	23	53	8.83
GRAND TOTAL	288	312	600	100.00

distribution of the percentages for each quintile group with the data in Table II-C. (The public schools show an uneven distribution for the four-year college activity. The higher quintile groups having higher percentages; those private schools that are college-preparatory show a more even distribution.)

Table X-C may be used in the same manner as Table IX-C. The activity categories in Table X-C are those that are not related to further education.

SUMMARY

The follow-up information presented in this section reflects only the activities or status of our graduates within one year after high school. Though the activities reported may be of temporary nature for some of the graduates for a year or more, the compiled statistics indicate the immediate result of each graduate's effort to plan ahead (undoubtedly in varying degrees) academically and occupationally. For those whose activities show inconsistency with plans for further education, there is no question about the need for vocational guidance (in and out of school), financial assistance, and opportunities to enroll in occupational schools and colleges. Clearly, the high degree of inconsistency of occupational activities with plans indicates to educators that vocational guidance and instructional programs must coincide to prepare (for long-range planning) those who contemplate terminating formal education for a year or more. Unprepared "fully employed" graduates will eventually need to further educate or train (occupationally) themselves if they are to fulfill their hopes and aspirations.

Future longitudinal follow-up studies of our graduates should further assist the Department of Education in evaluating and planning for adequate instructional programs for Hawaii's youngsters.

TABLE VII C ACTIVITIES BY MARITAL STATUS

ACTIVITIES	TOTAL				SINGLE				MARRIED			
	MALE	FEMALE	BOTH	%	MALE	FEMALE	BOTH	%	MALE	FEMALE	BOTH	%
FOUR YEAR COLLEGE	1170	1264	2434	41.66	1167	1261	2428	42.66	3	3	6	4.00
TWO YEAR COLLEGE	163	131	294	5.03	161	130	291	5.11	2	1	3	2.00
OCCUPATIONAL SCHOOL	417	685	1102	18.86	414	677	1091	19.17	3	8	11	7.33
OTHER SCHOOL	23	51	74	1.27	23	49	72	1.26	0	2	2	1.33
EMPLOYED FULL TIME	288	312	600	10.27	267	301	568	9.98	21	11	32	21.33
NOT EMPLOYED, SCHOOL	86	255	341	5.84	84	178	262	4.60	2	77	79	52.67
MILITARY SERVICE	665	16	681	11.66	663	16	679	11.93	2	0	2	1.33
LOCATION UNKNOWN	156	153	309	5.29	155	139	294	5.17	1	14	15	10.00
DECEASED	7	0	7	.12	7	0	7	.12	0	0	0	.00
TOTAL	2975	2867	5842	100.00	2941	2751	5692	97.43	34	116	150	2.57

TABLE VIII C – PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			
						M	F	BOTH	PCT
FARRINGTON HIGH				HONOLULU	X (NO DATA)	0	0	0	.0
					1 (100-81%ILE)	12	41	53	21.0
	M	F	Both		2 (80-61%ILE)	18	29	47	18.7
Total	400	423	823		3 (60-41%ILE)	21	35	56	22.2
Sample	120	135	255		4 (40-21%ILE)	30	16	46	18.3
					5 (20-1%ILE)	36	14	50	19.8
					TOTAL	117	135	252	98.8
KAIMUKI HIGH				HONOLULU	X	0	0	0	.0
					1	15	42	57	22.5
	M	F	Both		2	21	31	52	20.6
Total	349	379	728		3	27	26	53	20.9
Sample	114	139	253		4	26	21	47	18.6
					5	25	19	44	17.4
					TOTAL	114	139	253	100.0
KALANI HIGH				HONOLULU	X	3	0	3	1.3
					1	9	44	53	23.6
	M	F	Both		2	17	29	46	20.4
Total	301	325	626		3	13	20	33	14.7
Sample	108	121	229		4	34	20	54	24.0
					5	29	7	36	16.0
					TOTAL	105	120	225	98.3
MCKINLEY HIGH				HONOLULU	X	1	0	1	.4
					1	14	31	45	18.7
	M	F	Both		2	22	28	50	20.7
Total	330	344	674		3	32	23	55	22.8
Sample	122	123	245		4	23	21	44	18.3
					5	27	19	46	19.1
					TOTAL	119	122	241	98.4
ROOSEVELT HIGH				HONOLULU	X	0	0	0	.0
					1	19	37	56	23.6
	M	F	Both		2	16	27	43	18.1
Total	337	312	649		3	22	23	45	19.0
Sample	124	116	240		4	33	21	54	22.8
					5	31	8	39	16.5
					TOTAL	121	116	237	98.8
AIEA HIGH				CENTRAL	X	0	0	0	.0
					1	15	32	47	26.6
	M	F	Both		2	15	23	38	21.5
Total	170	170	340		3	20	17	37	20.9
Sample	82	95	177		4	18	10	28	15.8
					5	14	13	27	15.3
					TOTAL	82	95	177	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS M	SAMPLE RESPONDENTS F	SAMPLE RESPONDENTS BOTH	PCT
LEILEHUA HIGH M F Both Total 230 216 446 Sample 105 98 203	CENTRAL	X	2	1	3	1.5
		1	16	32	48	23.6
		2	13	27	40	19.7
		3	24	14	38	18.7
		4	23	15	38	18.7
		5	27	9	36	17.7
		TOTAL	105	98	203	100.0
RADFORD HIGH M F Both Total 206 215 421 Sample 80 91 171	CENTRAL	X	0	0	0	.0
		1	11	21	32	19.2
		2	9	24	33	19.8
		3	18	20	38	22.8
		4	20	14	34	20.4
		5	22	8	30	18.0
		TOTAL	80	87	167	97.7
WAIALUA HIGH M F Both Total 79 76 155 Sample 58 57 115	CENTRAL	X	1	0	1	.9
		1	4	6	10	8.7
		2	8	7	15	13.0
		3	15	21	36	31.3
		4	16	13	29	25.2
		5	14	10	24	20.9
		TOTAL	58	57	115	100.0
CAMPBELL HIGH M F Both Total 104 113 217 Sample 70 62 132	LEEWARD	X	1		1	.8
		1	8	20	28	21.2
		2	17	11	28	21.2
		3	16	14	30	22.7
		4	9	10	19	14.4
		5	19	7	26	19.7
		TOTAL	70	62	132	100.0
WAIANAE HIGH M F Both Total 138 149 287 Sample 75 79 154	LEEWARD	X	0	0	0	.0
		1	10	18	28	18.3
		2	13	26	39	25.5
		3	15	11	26	17.0
		4	19	15	34	22.2
		5	17	9	26	17.0
		TOTAL	74	79	153	99.4
WAIPAHU HIGH M F Both Total 210 190 400 Sample 100 89 189	LEEWARD	X	0	0	0	.0
		1	13	27	40	21.2
		2	15	20	35	18.5
		3	26	20	46	24.3
		4	25	9	34	18.0
		5	21	13	34	18.0
		TOTAL	100	89	189	100.0

TABLE VIII C - PAPTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			
						M	F	BOTH	PCT
CASTLE HIGH				WINDWARD	X	0	0	0	.0
					1	18	21	39	20.7
	M	F	Both		2	11	24	35	18.6
Total	185	197	382		3	15	25	40	21.3
Sample	93	95	188		4	23	12	35	18.6
					5	26	13	39	20.7
					TOTAL	93	95	188	100.0
KAHUKU HIGH				WINDWARD	X	0	1	1	1.3
					1	7	10	17	22.4
	M	F	Both		2	13	7	20	26.3
Total	63	62	125		3	4	3	7	9.2
Sample	42	37	79		4	8	5	13	17.1
					5	10	8	18	23.7
					TOTAL	42	34	76	96.2
KAILUA HIGH				WINDWARD	X	0	0	0	.0
					1	14	38	52	21.1
	M	F	Both		2	23	29	52	21.1
Total	367	415	782		3	20	26	46	18.6
Sample	117	131	248		4	26	20	46	18.6
					5	33	18	51	20.6
					TOTAL	116	131	247	99.6
HILO HIGH				HAWAII	X	0	0	0	.0
					1	23	24	47	19.6
	M	F	Both		2	20	29	49	20.4
Total	332	316	648		3	21	25	46	19.2
Sample	131	112	243		4	29	21	50	20.8
					5	37	11	48	20.0
					TOTAL	130	110	240	98.8
HONOKAA HIGH				HAWAII	X	0	0	0	.0
					1	4	10	14	15.9
	M	F	Both		2	8	11	19	21.6
Total	55	61	116		3	8	12	20	22.7
Sample	41	48	89		4	11	9	20	22.7
					5	10	5	15	17.0
					TOTAL	41	47	88	98.9
KAU HIGH				HAWAII	X	0	0	0	.0
					1	3	7	10	19.6
	M	F	Both		2	4	6	10	19.6
Total	31	30	61		3	6	5	11	21.6
Sample	26	26	52		4	7	4	11	21.6
					5	6	3	9	17.6
					TOTAL	26	25	51	98.1

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS M	F	BOTH	PCT
KOHALA HIGH				HAWAII	X	0	0	0	.0
					1	2	9	11	20.0
	M	F	Both		2	2	10	12	21.8
Total	31	32	63		3	6	4	10	18.2
Sample	27	28	55		4	9	2	11	20.0
					5	8	3	11	20.0
					TOTAL	27	28	55	100.0
KONAWAENA HIGH				HAWAII	X	0	0	0	.0
					1	6	13	19	15.1
	M	F	Both		2	17	15	32	25.4
Total	88	78	166		3	14	16	30	23.8
Sample	65	63	128		4	12	8	20	15.9
					5	14	11	25	19.8
					TOTAL	63	63	126	98.4
LAUPAHOEHOE HIGH				HAWAII	X	0	0	0	.0
					1	4	5	9	19.1
	M	F	Both		2	3	6	9	19.1
Total	32	20	52		3	9	1	10	21.3
Sample	29	18	47		4	5	3	8	17.0
					5	8	3	11	23.4
					TOTAL	29	18	47	100.0
PAHOA HIGH				HAWAII	X	0	0	0	.0
					1	2	5	7	25.0
	M	F	Both		2	1	3	4	14.3
Total	15	15	30		3	3	2	5	17.9
Sample	14	14	28		4	5	1	6	21.4
					5	3	3	6	21.4
					TOTAL	14	14	28	100.0
BALDWIN HIGH				MAUI	X	0	0	0	.0
					1	16	22	38	22.2
	M	F	Both		2	24	18	42	24.6
Total	195	175	370		3	23	11	34	19.9
Sample	96	75	171		4	22	13	35	20.5
					5	11	11	22	12.9
					TOTAL	96	75	171	100.0
HANA HIGH				MAUI	X	0	0	0	.0
					1	0	3	3	18.8
	M	F	Both		2	0	3	3	18.8
Total	9	7	16		3	3	1	4	25.0
Sample	8	8	16		4	2	1	3	18.8
					5	3	0	3	18.8
					TOTAL	8	8	16	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS M	F	BOTH	PCT
LAHAINALUNA HIGH				MAUI	X	0	0	0	.0
					1	5	17	22	22.7
	M	F	Both		2	4	13	17	17.5
Total	75	56	131		3	16	1	17	17.5
Sample	56	42	98		4	17	4	21	21.6
					5	13	7	20	20.6
					TOTAL	55	42	97	99.0
LANAI HIGH				MAUI	X	0	0	0	.0
					1	3	5	8	20.5
	M	F	Both		2	0	7	7	17.9
Total	14	25	39		3	2	6	8	20.5
Sample	14	25	39		4	5	4	9	23.1
					5	4	3	7	17.9
					TOTAL	14	25	39	100.0
MAUI HIGH				MAUI	X	0	0	0	.0
					1	7	14	21	17.9
	M	F	Both		2	13	12	25	21.2
Total	98	72	170		3	19	12	31	26.3
Sample	71	47	118		4	16	4	20	16.9
					5	16	5	21	17.8
					TOTAL	71	47	118	100.0
MOLOKAI HIGH				MAUI	X	0	0	0	.0
					1	2	10	12	25.0
	M	F	Both		2	6	4	10	20.8
Total	25	32	57		3	3	5	8	16.7
Sample	21	27	48		4	5	3	8	16.7
					5	5	5	10	20.8
					TOTAL	21	27	48	100.0
KAPAA HIGH				KAUAI	X	0	0	0	.0
					1	7	17	24	22.0
	M	F	Both		2	8	9	17	15.6
Total	77	75	152		3	15	13	28	25.7
Sample	53	56	109		4	12	12	24	22.0
					5	11	5	16	14.7
					TOTAL	53	56	109	100.0
KAUAI HIGH				KAUAI	X	0	0	0	.0
					1	4	23	27	19.9
	M	F	Both		2	9	18	27	19.9
Total	104	110	214		3	16	16	32	23.5
Sample	64	72	136		4	17	7	24	17.6
					5	18	8	26	19.1
					TOTAL	64	72	136	100.0

TABLE VIII C – PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			
						M	F	BOTH	PCT
WAIMEA HIGH				KAUAI	X	0	0	0	.0
					1	9	17	26	22.2
	M	F	Both		2	14	7	21	17.9
Total	99	69	168		3	11	6	17	14.5
Sample	73	45	118		4	19	11	30	25.6
					5	19	4	23	19.7
					TOTAL	72	45	117	99.2
TOTAL PUBLIC SCHOOLS						2180	2161	4341	99.3
DAMIEN MEMORIAL HIGH				HONOLULU	X	0	0	0	.0
					1	23	0	23	22.8
	M	F	Both		2	31	0	31	30.7
Total	144		144		3	17	0	17	16.8
Sample	102		102		4	23	0	23	22.8
					5	7	0	7	6.9
					TOTAL	101		101	99.0
HAWAII BAPTIST ACADEMY				HONOLULU	X	0	0	0	.0
					1	4	2	6	20.7
	M	F	Both		2	1	5	6	20.7
Total	14	19	33		3	1	4	5	17.2
Sample	13	17	30		4	4	1	5	17.2
					5	3	4	7	24.1
					TOTAL	13	16	29	96.7
HAWAII SCHOOL FOR GIRLS				HONOLULU	X	0	0	0	.0
					1	0	1	1	33.3
	M	F	Both		2	0	1	1	33.3
Total		3	3		3	0	1	1	33.3
Sample		3	3		4	0	0	0	.0
					5	0	0	0	.0
					TOTAL		3	3	100.0
HAWAIIAN MISSION ACADEMY				HONOLULU	X	0	0	0	.0
					1	5	6	11	22.0
	M	F	Both		2	4	5	9	18.0
Total	30	27	57		3	5	5	10	20.0
Sample	26	24	50		4	7	4	11	22.0
					5	5	4	9	18.0
					TOTAL	26	24	50	100.0
HONOLULU JUNIOR ACADEMY				HONOLULU	X	0	0	0	.0
					1	0	1	1	11.1
	M	F	Both		2	2	0	2	22.2
Total	7	2	9		3	1	1	2	22.2
Sample	7	2	9		4	2	0	2	22.2
					5	2	0	2	22.2
					TOTAL	7	2	9	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS M	F	BOTH	PCT
IOLANI				HONOLULU	X	0	0	0	.0
					1	18	0	18	18.6
	M	F	Both		2	17	0	17	17.5
Total	130		130		3	23	0	23	23.7
Sample	97		97		4	17	0	17	17.5
					5	22	0	22	22.7
					TOTAL	97		97	100.0
KAMEHAMEHA-BOYS				HONOLULU	X	0	0	0	.0
					1	24	0	24	23.5
	M	F	Both		2	22	0	22	21.6
Total	184		184		3	17	0	17	16.7
Sample	104		104		4	13	0	13	12.7
					5	26	0	26	25.5
					TOTAL	102		102	98.1
KAMEHAMEHA-GIRLS				HONOLULU	X	0	0	0	.0
					1	0	27	27	25.2
	M	F	Both		2	0	26	26	24.3
Total		186	186		3	0	16	16	15.0
Sample		107	107		4	0	19	19	17.8
					5	0	19	19	17.8
					TOTAL		107	107	100.0
MARYKNOLL HIGH				HONOLULU	X	0	1	1	1.4
					1	3	13	16	21.9
	M	F	Both		2	4	12	16	21.9
Total	49	47	96		3	7	6	13	17.8
Sample	33	40	73		4	9	6	15	20.5
					5	10	2	12	16.4
					TOTAL	33	40	73	100.0
MID-PACIFIC				HONOLULU	X	0	0	0	.0
					1	5	11	16	21.1
	M	F	Both		2	4	11	15	19.7
Total	44	52	96		3	5	11	16	21.1
Sample	33	43	76		4	8	7	15	19.7
					5	11	3	14	18.4
					TOTAL	33	43	76	100.0
PACIFIC PREP ACADEMY				HONOLULU	X	0	0	0	.0
					1	2	1	3	33.3
	M	F	Both		2	3	1	4	44.4
Total	9	3	12		3	2	0	2	22.2
Sample	9	2	11		4	0	0	0	.0
					5	0	0	0	.0
					TOTAL	7	2	9	81.8

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			
						M	F	BOTH	PCT
PUNAHOU				HONOLULU	X	0	0	0	.0
					1	19	18	37	18.9
	M	F	Both		2	14	23	37	18.9
Total	198	203	401		3	13	20	33	16.8
Sample	103	93	196		4	29	20	49	25.0
					5	28	12	40	20.4
					TOTAL	103	93	196	100.0
SACRED HEARTS ACADEMY				HONOLULU	X	0	0	0	.0
					1	0	7	7	9.7
	M	F	Both		2	0	20	20	27.8
Total		90	90		3	0	26	26	36.1
Sample		72	72		4	0	12	12	16.7
					5	0	7	7	9.7
					TOTAL		72	72	100.0
ST ANDREWS PRIORY				HONOLULU	X	0	0	0	.0
					1	0	13	13	27.1
	M	F	Both		2	0	12	12	25.0
Total		60	60		3	0	9	9	18.8
Sample		48	48		4	0	10	10	20.8
					5	0	4	4	8.3
					TOTAL		48	48	100.0
ST FRANCIS CONVENT				HONOLULU	X	0	0	0	.0
					1	0	12	12	17.1
	M	F	Both		2	0	18	18	25.7
Total		85	85		3	0	14	14	20.0
Sample		70	70		4	0	13	13	18.6
					5	0	13	13	18.6
					TOTAL		70	70	100.0
ST LOUIS HIGH				HONOLULU	X	0	0	0	.0
					1	29	0	29	22.7
	M	F	Both		2	21	0	21	16.4
Total	194		194		3	33	0	33	25.8
Sample	128		128		4	21	0	21	16.4
					5	24	0	24	18.8
					TOTAL	128		128	100.0
STAR OF THE SEA HIGH				HONOLULU	X	0	0	0	.0
					1	0	10	10	20.8
	M	F	Both		2	0	8	8	16.7
Total		54	54		3	0	9	9	18.8
Sample		48	48		4	0	7	7	14.6
					5	0	14	14	29.2
					TOTAL		48	48	100.0

TABLE VIII C – PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS M	SAMPLE RESPONDENTS F	SAMPLE RESPONDENTS BOTH	PCT
U OF H LAB SCHOOL M F Both Total 40 39 79 Sample 33 29 62	HONOLULU	X	0	0	0	.0
		1	7	3	10	16.4
		2	7	7	14	23.0
		3	6	7	13	21.3
		4	9	4	13	21.3
		5	3	8	11	18.0
		TOTAL	32	29	61	98.4
SACRED HEARTS SEMINARY M F Both Total 3 3 Sample 3 3	WINDWARD	X	0	0	0	.0
		1	3	0	3	100 .0
		2	0	0	0	.0
		3	0	0	0	.0
		4	0	0	0	.0
		5	0	0	0	.0
		TOTAL	3		3	100.0
ST ANNS ELEM & HIGH M F Both Total 15 15 Sample 15 15	WINDWARD	X	0	0	0	.0
		1	0	4	4	26.7
		2	0	2	2	13.3
		3	0	3	3	20.0
		4	0	3	3	20.0
		5	0	3	3	20.0
		TOTAL		15	15	100.0
ST STEPHENS SEMINARY M F Both Total 8 8 Sample 8 8	WINDWARD	X	0	0	0	.0
		1	8	0	8	100 .0
		2	0	0	0	.0
		3	0	0	0	.0
		4	0	0	0	.0
		5	0	0	0	.0
		TOTAL	8		8	100.0
HAWAII PREP ACADEMY M F Both Total 41 6 47 Sample 37 5 42	HAWAII	X	0	0	0	.0
		1	6	0	6	14.3
		2	8	1	9	21.4
		3	9	1	10	23.8
		4	8	1	9	21.4
		5	6	2	8	19.0
		TOTAL	37	5	42	100.0
ST JOSEPHS HIGH M F Both Total 35 40 75 Sample 33 31 64	HAWAII	X	0	0	0	.0
		1	2	11	13	20.3
		2	10	3	13	20.3
		3	4	8	12	18.8
		4	8	6	14	21.9
		5	9	3	12	18.8
		TOTAL	33	31	64	100.0

TABLE VIII C - PARTICIPATION, BY SCHOOL, NUMBER OF GRADUATES, PERCENT RESPONSE, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL				DISTRICT	QUINTILE GROUP	SAMPLE RESPONDENTS			
						M	F	BOTH	PCT
ST ANTHONYS-BOYS				MAUI	X	0	0	0	.0
					1	6	0	6	18.8
	M	F	Both		2	6	0	6	18.8
Total	34		34		3	8	0	8	25.0
Sample	32		32		4	6	0	6	18.8
					5	6	0	6	18.8
					TOTAL	32		32	100.0
ST ANTHONYS-GIRLS				MAUI	X	0	0	0	.0
					1	0	7	7	15.6
	M	F	Both		2	0	11	11	24.4
Total		50	50		3	0	10	10	22.2
Sample		45	45		4	0	8	8	17.8
					5	0	9	9	20.0
					TOTAL		45	45	100.0
SEABURY HALL				MAUI	X	0	0	0	.0
					1	0	2	2	15.4
	M	F	Both		2	0	2	2	15.4
Total		14	14		3	0	3	3	23.1
Sample		14	14		4	0	3	3	23.1
					5	0	3	3	23.1
					TOTAL		13	13	92.9
TOTAL PRIVATE SCHOOLS						795	706	1501	99.5
GRAND TOTAL						2075	2867	5842	99.3

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES

ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE GROUP	FOUR YEAR COLLEGE M	F	B	%	TWO YEAR JR COLLEGE M	F	B	%	OCCUPATIONAL SCHOOL M	F	B	%	OTHER SCHOOL M	F	B	%
HONOLULU																		
FARRINGTON HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	9	30	39	57.4	0	0	0	.0	1	5	6	9.8	0	0	0	.0
		2	9	11	20	29.4	1	2	3	37.5	1	8	9	14.8	0	0	0	.0
		3	4	4	8	11.8	1	1	2	25.0	6	14	20	32.8	0	1	1	100.0
		4	0	0	0	.0	1	0	1	12.5	7	8	15	24.6	0	0	0	.0
		5	1	0	1	1.5	1	1	2	25.0	6	5	11	18.0	0	0	0	.0
	TOTAL		23	45	68	27.0	4	4	8	3.2	21	40	61	24.2	0	1	1	.4
KAIMUKI HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	13	34	47	40.5	0	0	0	.0	1	3	4	6.5	0	0	0	.0
		2	17	17	34	29.3	1	0	1	14.3	1	8	9	14.5	0	0	0	.0
		3	12	10	22	19.0	0	0	0	.0	8	10	18	29.0	0	0	0	.0
		4	6	4	10	8.6	3	0	3	42.9	8	10	18	29.0	0	0	0	.0
		5	1	2	3	2.6	2	1	3	42.9	7	6	13	21.0	0	0	0	.0
	TOTAL		49	67	116	45.8	6	1	7	2.8	25	37	62	24.5	0	0	0	.0
KALANI HIGH		X	2	0	2	2.0	1	0	1	5.6	0	0	0	.0	0	0	0	.0
		1	8	37	45	44.1	0	0	0	.0	0	1	1	2.3	0	0	0	.0
		2	12	18	30	29.4	0	2	2	11.1	0	7	7	16.3	0	0	0	.0
		3	5	8	13	12.7	2	0	2	11.1	4	8	12	27.9	0	0	0	.0
		4	3	7	10	9.8	7	2	9	50.0	11	5	16	37.2	0	0	0	.0
		5	0	2	2	2.0	4	0	4	22.2	5	2	7	16.3	0	0	0	.0
	TOTAL		30	72	102	45.3	14	4	18	8.0	20	23	43	19.1	0	0	0	.0
MCKINLEY HIGH		X	0	0	0	.0	0	0	0	.0	1	0	1	1.6	0	0	0	.0
		1	10	23	33	42.3	0	0	0	.0	1	2	3	4.7	0	0	0	.0
		2	12	12	24	30.8	1	1	2	66.7	4	8	12	18.8	0	0	0	.0
		3	6	9	15	19.2	0	1	1	33.3	12	10	22	34.4	0	0	0	.0
		4	2	2	4	5.1	0	0	0	.0	4	10	14	21.9	1	0	1	100.0
		5	1	1	2	2.6	0	0	0	.0	5	7	12	18.8	0	0	0	.0
	TOTAL		31	47	78	32.4	1	2	3	1.2	27	37	64	26.6	1	0	1	.4

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
ROOSEVELT HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	19	30	49	41.2	0	0	0	.0	0	3	3	7.9	0	0	0	.0
	2	14	21	35	29.4	0	0	0	.0	0	3	3	7.9	0	0	0	.0
	3	13	7	20	16.8	2	0	2	15.4	3	8	11	28.9	0	0	0	.0
	4	7	3	10	8.4	4	2	6	46.2	3	10	13	34.2	0	0	0	.0
	5	3	2	5	4.2	5	0	5	38.5	5	3	8	21.1	0	0	0	.0
TOTAL		56	63	119	50.2	11	2	13	5.5	11	27	38	16.0	0	0	0	.0
CENTRAL																	
AIEA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	13	29	42	62.7	0	0	0	.0	0	1	1	2.2	0	0	0	.0
	2	9	11	20	29.9	0	0	0	.0	2	7	9	20.0	0	0	0	.0
	3	2	1	3	4.5	1	1	2	66.7	10	9	19	42.2	0	0	0	.0
	4	1	1	2	3.0	1	0	1	33.3	6	4	10	22.2	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	3	3	6	13.3	0	0	0	.0
TOTAL		25	42	67	37.9	2	1	3	1.7	21	24	45	25.4	0	0	0	.0
LEILEHUA HIGH	X	1	0	1	1.3	0	0	0	.0	1	1	2	7.7	0	0	0	.0
	1	15	25	40	52.6	1	0	1	20.0	0	3	3	11.5	0	0	0	.0
	2	8	16	24	31.6	0	1	1	20.0	1	2	3	11.5	0	0	0	.0
	3	5	4	9	11.8	0	0	0	.0	3	2	5	19.2	0	0	0	.0
	4	2	0	2	2.6	1	1	2	40.0	2	8	10	38.5	1	0	1	100.0
	5	0	0	0	.0	1	0	1	20.0	1	2	3	11.5	0	0	0	.0
TOTAL		31	45	76	37.4	3	2	5	2.5	8	18	26	12.8	1	0	1	.5
RADFORD HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	10	18	28	52.8	0	1	1	10.0	0	0	0	.0	0	0	0	.0
	2	4	9	13	24.5	1	0	1	10.0	1	5	6	23.1	0	0	0	.0
	3	4	3	7	13.2	3	1	4	40.0	1	11	12	46.2	0	0	0	.0
	4	2	3	5	9.4	1	1	2	20.0	1	1	2	7.7	0	1	1	50.0
	5	0	0	0	.0	2	0	2	20.0	2	4	6	23.1	1	0	1	50.0
TOTAL		20	33	53	31.7	7	3	10	6.0	5	21	26	15.6	1	1	2	1.2

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
WAIALUA HIGH	X	0	0	0	.0	1	0	1	50.0	0	0	0	.0				
	1	3	5	8	40.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	4	4	8	40.0	0	0	0	.0	2	0	2	7.7	0	0	0	.0
	3	2	2	4	20.0	1	0	1	50.0	4	12	16	61.5	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	4	4	15.4	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	4	4	15.4	1	1	2	100.0
TOTAL		9	11	20	17.4	2	0	2	1.7	6	20	26	22.6	1	1	2	1.7
LEEWARD																	
CAMPBELL HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	4	9	13	54.2	0	3	3	37.5	0	1	1	4.2	0	0	0	.0
	2	5	3	8	33.3	1	1	2	25.0	2	3	5	20.8	0	0	0	.0
	3	2	0	2	8.3	1	1	2	25.0	4	4	8	33.3	0	0	0	.0
	4	1	0	1	4.2	0	0	0	.0	0	4	4	16.7	0	1	1	100.0
	5	0	0	0	.0	1	0	1	12.5	3	3	6	25.0	0	0	0	.0
TOTAL		12	12	24	18.2	3	5	8	6.1	9	15	24	18.2	0	1	1	.8
WAIANAE HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	6	7	13	56.5	1	1	2	22.2	1	5	6	22.2	0	0	0	.0
	2	2	6	8	34.8	1	1	2	22.2	3	7	10	37.0	0	1	1	25.0
	3	1	0	1	4.3	1	1	2	22.2	0	4	4	14.8	0	0	0	.0
	4	1	0	1	4.3	3	0	3	33.3	2	1	3	11.1	1	1	2	50.0
	5	0	0	0	.0	0	0	0	.0	0	4	4	14.8	0	1	1	25.0
TOTAL		10	13	23	15.0	6	3	9	5.9	6	21	27	17.6	1	3	4	2.6
WAIPAHU HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	9	20	29	60.4	0	0	0	.0	2	6	8	15.1	0	0	0	.0
	2	5	5	10	20.8	0	0	0	.0	2	6	8	15.1	0	0	0	.0
	3	3	3	6	12.5	0	2	2	100.0	7	9	16	30.2	0	0	0	.0
	4	2	0	2	4.2	0	0	0	.0	8	6	14	26.4	0	1	1	50.0
	5	0	1	1	2.1	0	0	0	.0	2	5	7	13.2	0	1	1	50.0
TOTAL		19	29	48	25.4	0	2	2	1.1	21	32	53	28.0	0	2	2	1.1

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
		GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
WINDWARD																		
CASTLE HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	18	13	31	60.8	0	0	0	.0	0	4	4	9.1	0	1	1	25.0
		2	6	8	14	27.5	1	0	1	20.0	1	7	8	18.2	0	0	0	.0
		3	2	1	3	5.9	0	2	2	40.0	5	14	19	43.2	0	0	0	.0
		4	2	0	2	3.9	0	0	0	.0	2	6	8	18.2	0	0	0	.0
		5	1	0	1	2.0	2	0	2	40.0	1	4	5	11.4	2	1	3	75.0
	TOTAL		29	22	51	27.1	3	2	5	2.7	9	35	44	23.4	2	2	4	2.1
KAHUKU HIGH		X	0	1	1	5.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	5	4	9	45.0	0	0	0	.0	0	4	4	33.3	0	0	0	.0
		2	4	2	6	30.0	0	0	0	.0	1	2	3	25.0	0	0	0	.0
		3	0	0	0	.0	0	0	0	.0	0	1	1	8.3	0	0	0	.0
		4	2	0	2	10.0	1	0	1	100 .0	0	2	2	16.7	0	0	0	.0
		5	1	1	2	10.0	0	0	0	.0	0	2	2	16.7	0	0	0	.0
	TOTAL		12	8	20	26.3	1	0	1	1.3	1	11	12	15.8	0	0	0	.0
KAILUA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	12	27	39	47.6	0	1	1	11.1	0	1	1	4.5	0	0	0	.0
		2	12	10	22	26.8	3	1	4	44.4	2	9	11	50.0	1	0	1	33.3
		3	7	8	15	18.3	0	2	2	22.2	1	2	3	13.6	0	1	1	33.3
		4	4	1	5	6.1	2	0	2	22.2	2	3	5	22.7	0	0	0	.0
		5	1	0	1	1.2	0	0	0	.0	0	2	2	9.1	0	1	1	33.3
	TOTAL		36	46	82	33.2	5	4	9	3.6	5	17	22	8.9	1	2	3	1.2
HAWAII																		
HILO HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	17	21	38	44.2	3	0	3	33.3	1	2	3	5.0	1	0	1	14.3
		2	10	15	25	29.1	0	1	1	11.1	6	8	14	23.3	1	0	1	14.3
		3	9	8	17	19.8	0	2	2	22.2	5	11	16	26.7	0	0	0	.0
		4	2	1	3	3.5	1	0	1	11.1	9	13	22	36.7	1	2	3	42.9
		5	1	2	3	3.5	2	0	2	22.2	3	2	5	8.3	2	0	2	28.6
	TOTAL		39	47	86	35.8	6	3	9	3.8	24	36	60	25.0	5	2	7	2.9

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
		GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
HONOKAA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	3	5	8	40.0	0	1	1	50.0	1	2	3	12.0	0	0	0	.0
		2	5	5	10	50.0	0	1	1	50.0	0	3	3	12.0	0	0	0	.0
		3	0	1	1	5.0	0	0	0	.0	2	8	10	40.0	0	0	0	.0
		4	0	0	0	.0	0	0	0	.0	3	3	6	24.0	0	1	1	50.0
		5	1	0	1	5.0	0	0	0	.0	2	1	3	12.0	0	1	1	50.0
	TOTAL		9	11	20	22.7	0	2	2	2.3	8	17	25	28.4	0	2	2	2.3
KAU HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	2	2	4	66.7	1	4	5	62.5	0	0	0	.0	0	0	0	.0
		2	1	1	2	33.3	1	2	3	37.5	0	0	0	.0	0	2	2	66.7
		3	0	0	0	.0	0	0	0	.0	0	4	4	57.1	0	0	0	.0
		4	0	0	0	.0	0	0	0	.0	2	0	2	28.6	0	0	0	.0
		5	0	0	0	.0	0	0	0	.0	1	0	1	14.3	0	1	1	33.3
	TOTAL		3	3	6	11.8	2	6	8	15.7	3	4	7	13.7	0	3	3	5.9
KOHALA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	2	7	9	47.4	0	0	0	.0	0	2	2	18.2	0	0	0	.0
		2	2	4	6	31.6	0	0	0	.0	0	3	3	27.3	0	0	0	.0
		3	2	1	3	15.8	0	0	0	.0	2	1	3	27.3	0	0	0	.0
		4	1	0	1	5.3	0	0	0	.0	3	0	3	27.3	0	1	1	100.0
		5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	TOTAL		7	12	19	34.5	0	0	0	.0	5	6	11	20.0	0	1	1	1.8
KONAWAENA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	6	13	19	39.6	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	14	7	21	43.8	3	2	5	38.5	0	6	6	18.2	0	0	0	.0
		3	2	6	8	16.7	4	3	7	53.8	5	6	11	33.3	0	1	1	20.0
		4	0	0	0	.0	1	0	1	7.7	5	7	12	36.4	0	0	0	.0
		5	0	0	0	.0	0	0	0	.0	4	0	4	12.1	0	4	4	80.0
	TOTAL		22	26	48	38.1	8	5	13	10.3	14	19	33	26.2	0	5	5	4.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	FOUR	YEAR	COLLEGE		TWO	YEAR	JR	COLLEGE	OCCUPATIONAL		SCHOOL			OTHER	SCHOOL	
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
LAUPAHOEHOE HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	4	4	8	47.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	1	5	6	35.3	0	0	0	.0	1	1	2	25.0	0	0	0	.0
	3	2	0	2	11.8	0	0	0	.0	0	1	1	12.5	0	0	0	.0
	4	0	1	1	5.9	0	0	0	.0	3	1	4	50.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	1	1	12.5	0	0	0	.0
TOTAL		7	10	17	36.2	0	0	0	.0	4	4	8	17.0	0	0	0	.0
PAHOA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	5	7	58.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	1	2	3	25.0	0	1	1	100.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	1	1	2	33.3	0	0	0	.0
	4	2	0	2	16.7	0	0	0	.0	0	1	1	16.7	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	1	2	3	50.0	1	0	1	100.0
TOTAL		5	7	12	42.9	0	1	1	3.6	2	4	6	21.4	1	0	1	3.6
MAUI																	
BALDWIN HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	15	16	31	50.8	0	3	3	10.7	0	2	2	5.0	0	0	0	.0
	2	16	7	23	37.7	2	4	6	21.4	3	7	10	25.0	0	0	0	.0
	3	4	2	6	9.8	11	2	13	46.4	4	6	10	25.0	0	0	0	.0
	4	1	0	1	1.6	5	0	5	17.9	7	5	12	30.0	0	0	0	.0
	5	0	0	0	.0	1	0	1	3.6	2	4	6	15.0	1	2	3	100.0
TOTAL		36	25	61	35.7	19	9	28	16.4	16	24	40	23.4	1	2	3	1.8
HANA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	2	2	50.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	1	1	25.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	1	1	25.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	0	0	0	.0	0	0	0	.0	0	4	4	25.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
LAHAINALUNA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	5	12	17	54.8	0	3	3	75.0	0	2	2	9.1	0	0	0	.0
	2	2	9	11	35.5	0	0	0	.0	1	2	3	13.6	0	0	0	.0
	3	2	0	2	6.5	1	0	1	25.0	4	0	4	18.2	0	0	0	.0
	4	1	0	1	3.2	0	0	0	.0	5	2	7	31.8	0	1	1	50.0
	5	0	0	0	.0	0	0	0	.0	4	2	6	27.3	0	1	1	50.0
	TOTAL	10	21	31	32.0	1	3	4	4.1	14	8	22	22.7	0	2	2	2.1
LANAI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	5	8	66.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	4	4	30.8	0	0	0	.0
	3	0	4	4	33.3	0	0	0	.0	2	1	3	23.1	0	0	0	.0
	4	0	0	0	.0	1	1	2	100.0	4	1	5	38.5	0	1	1	33.3
	5	0	0	0	.0	0	0	0	.0	1	0	1	7.7	0	2	2	66.7
	TOTAL	3	9	12	30.8	1	1	2	5.1	7	6	13	33.3	0	3	3	7.7
MAUI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	7	10	17	65.4	0	1	1	12.5	0	3	3	6.7	0	0	0	.0
	2	3	2	5	19.2	2	2	4	50.0	2	8	10	22.2	0	0	0	.0
	3	4	0	4	15.4	0	1	1	12.5	9	8	17	37.8	0	1	1	50.0
	4	0	0	0	.0	1	1	2	25.0	7	2	9	20.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	4	2	6	13.3	0	1	1	50.0
	TOTAL	14	12	26	22.0	3	5	8	6.8	22	23	45	38.1	0	2	2	1.7
MOLOKAI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	4	4	100.0	0	1	1	100.0	0	1	1	20.0	0	1	1	20.0
	2	0	0	0	.0	0	0	0	.0	0	1	1	20.0	0	1	1	20.0
	3	0	0	0	.0	0	0	0	.0	0	1	1	20.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	2	0	2	40.0	0	1	1	20.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	2	2	40.0
	TOTAL	0	4	4	8.3	0	1	1	2.1	2	3	5	10.4	0	5	5	10.4

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE GROUP	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
			M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
KAUAI																		
KAPAA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	7	16	23	63.9	0	0	0	.0	0	1	1	2.9	0	0	0	.0
		2	5	1	6	16.7	0	1	1	100.0	2	6	8	22.9	0	0	0	.0
		3	2	4	6	16.7	0	0	0	.0	7	7	14	40.0	0	0	0	.0
		4	1	0	1	2.8	0	0	0	.0	3	6	9	25.7	0	0	0	.0
		5	0	0	0	.0	0	0	0	.0	2	1	3	8.6	0	0	0	.0
	TOTAL		15	21	36	33.0	0	1	1	.9	14	21	35	32.1	0	0	0	.0
KAUAI HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	4	17	21	43.8	0	0	0	.0	0	4	4	13.3	0	0	0	.0
		2	5	11	16	33.3	2	2	4	36.4	0	2	2	6.7	0	0	0	.0
		3	5	1	6	12.5	0	3	3	27.3	6	4	10	33.3	0	0	0	.0
		4	2	2	4	8.3	2	0	2	18.2	4	2	6	20.0	0	0	0	.0
		5	1	0	1	2.1	1	1	2	18.2	5	3	8	26.7	0	0	0	.0
	TOTAL		17	31	48	35.3	5	6	11	8.1	15	15	30	22.1	0	0	0	.0
WAIMEA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	7	14	21	46.7	0	0	0	.0	1	2	3	10.3	0	0	0	.0
		2	9	6	15	33.3	0	0	0	.0	3	0	3	10.3	0	0	0	.0
		3	3	2	5	11.1	0	0	0	.0	2	2	4	13.8	0	0	0	.0
		4	3	0	3	6.7	1	0	1	100.0	5	5	10	34.5	0	0	0	.0
		5	1	0	1	2.2	0	0	0	.0	7	2	9	31.0	0	0	0	.0
	TOTAL		23	22	45	38.5	1	0	1	.9	18	11	29	24.8	0	0	0	.0
TOTAL PUBLIC SCHOOL					1418				192				942				59	
HONOLULU																		
DAMIEN MEMORIAL HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	22	0	22	37.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	25	0	25	42.4	0	0	0	.0	4	0	4	21.1	0	0	0	.0
		3	7	0	7	11.9	2	0	2	66.7	5	0	5	26.3	0	0	0	.0
		4	5	0	5	8.5	1	0	1	33.3	7	0	7	36.8	0	0	0	.0
		5	0	0	0	.0	0	0	0	.0	3	0	3	15.8	0	0	0	.0
	TOTAL		59	0	59	58.4	3	0	3	3.0	19	0	19	18.8	0	0	0	.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	FOUR YEAR COLLEGE M	F	B	%	TWO YEAR JR COLLEGE M	F	B	%	OCCUPATIONAL SCHOOL M	F	B	%	OTHER SCHOOL M	F	B	%
HAWAII BAPTIST ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	4	1	5	20.8	0	0	0	.0	0	1	1	100.0	0	0	0	.0
	2	1	5	6	25.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	1	4	5	20.8	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	3	1	4	16.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	2	2	4	16.7	1	0	1	100.0	0	0	0	.0	0	0	0	.0
TOTAL		11	13	24	82.8	1	0	1	3.4	0	1	1	3.4	0	0	0	.0
HAWAII SCHOOL FOR GIRLS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	1	1	100.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	2	2	66.7	0	1	1	33.3	0	0	0	.0	0	0	0	.0
HAWAIIAN MISSION ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	5	6	11	28.2	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	3	5	8	20.5	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	4	5	9	23.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	7	1	8	20.5	0	0	0	.0	1	0	1	20.0	0	0	0	.0
	5	1	2	3	7.7	0	0	0	.0	0	2	2	40.0	0	0	0	.0
										2	0	2	40.0				.0
TOTAL		20	19	39	78.0	0	0	0	.0	3	2	5	10.0	0	0	0	.0
HONOLULU JUNIOR ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	1	1	100.0	0	0	0	.0	0	0	0	.0
	2	2	0	2	66.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	1	1	33.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	2	0	2	100.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		2	1	3	33.3	0	1	1	11.1	2	0	2	22.2	0	0	0	.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
		M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
IOLANI	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	18	0	18	19.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	16	0	16	17.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	23	0	23	24.5	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	17	0	17	18.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	20	0	20	21.3	1	0	1	100.0	1	0	1	100.0	0	0	0	.0
TOTAL		94	0	94	96.9	1	0	1	1.0	1	0	1	1.0	0	0	0	.0
KAMEHAMEHA-BOYS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	24	0	24	40.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	17	0	17	28.8	0	0	0	.0	3	0	3	60.0	0	0	0	.0
	3	10	0	10	16.9	1	0	1	25.0	0	0	0	.0	0	0	0	.0
	4	2	0	2	3.4	0	0	0	.0	1	0	1	20.0	0	0	0	.0
	5	6	0	6	10.2	3	0	3	75.0	1	0	1	20.0	0	0	0	.0
TOTAL		59	0	59	57.8	4	0	4	3.9	5	0	5	4.9	0	0	0	.0
KAMEHAMEHA-GIRLS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	22	22	44.0	0	0	0	.0	0	3	3	16.7	0	0	0	.0
	2	0	13	13	26.0	0	1	1	20.0	0	3	3	16.7	0	0	0	.0
	3	0	6	6	12.0	0	1	1	20.0	0	5	5	27.8	0	0	0	.0
	4	0	5	5	10.0	0	2	2	40.0	0	4	4	22.2	0	0	0	.0
	5	0	4	4	8.0	0	1	1	20.0	0	3	3	16.7	0	1	1	100.0
TOTAL		0	50	50	46.7	0	5	5	4.7	0	18	18	16.8	0	1	1	.9
MARYKNOLL HIGH	X	0	1	1	1.8	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	13	16	28.6	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	4	12	16	28.6	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	5	5	10	17.9	0	0	0	.0	1	1	2	28.6	0	0	0	.0
	4	6	2	8	14.3	1	1	2	50.0	0	2	2	28.6	0	0	0	.0
	5	5	0	5	8.9	1	1	2	50.0	2	1	3	42.9	0	0	0	.0
TOTAL		23	33	56	76.7	2	2	4	5.5	3	4	7	9.6	0	0	0	.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
MID-PACIFIC	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	5	11	16	24.2	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	4	11	15	22.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	5	11	16	24.2	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	4	6	10	15.2	0	0	0	.0	0	1	1	100.0	0	0	0	.0
	5	7	2	9	13.6	1	0	1	100.0	0	0	0	.0	0	0	0	.0
TOTAL		25	41	66	86.8	1	0	1	1.3	0	1	1	1.3	0	0	0	.0
PACIFIC PREP ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	1	3	75.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	25.0	1	0	1	50.0	2	0	2	66.7	0	0	0	.0
	3	0	0	0	.0	1	0	1	50.0	1	0	1	33.3	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		2	2	4	44.4	2	0	2	22.2	3	0	3	33.3	0	0	0	.0
PUNAHOU	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	18	18	36	21.6	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	14	23	37	22.2	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	12	15	27	16.2	0	4	4	20.0	0	0	0	.0	1	0	1	100.0
	4	28	16	44	26.3	1	1	2	10.0	0	1	1	50.0	0	0	0	.0
	5	17	6	23	13.8	10	4	14	70.0	1	0	1	50.0	0	0	0	.0
TOTAL		89	78	167	85.2	11	9	20	10.2	1	1	2	1.0	1	0	1	.5
SACRED HEARTS ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	7	7	17.5	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	15	15	37.5	0	1	1	14.3	0	1	1	7.1	0	0	0	.0
	3	0	16	16	40.0	0	4	4	57.1	0	4	4	28.6	0	1	1	100.0
	4	0	2	2	5.0	0	0	0	.0	0	6	6	42.9	0	0	0	.0
	5	0	0	0	.0	0	2	2	28.6	0	3	3	21.4	0	0	0	.0
TOTAL		0	40	40	55.6	0	7	7	9.7	0	14	14	19.4	0	1	1	1.4

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	FOUR YEAR COLLEGE M	F	B	%	TWO YEAR JR COLLEGE M	F	B	%	OCCUPATIONAL SCHOOL M	F	B	%	OTHER SCHOOL M	F	B	%
ST ANDREWS PRIORY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	13	13	31.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	10	10	24.4	0	1	1	33.3	0	0	0	.0	0	0	0	.0
	3	0	8	8	19.5	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	8	8	19.5	0	0	0	.0	0	1	1	100.0	0	0	0	.0
	5	0	2	2	4.9	0	2	2	66.7	0	0	0	.0	0	0	0	.0
TOTAL		0	41	41	85.4	0	3	3	6.3	0	1	1	2.1	0	0	0	.0
ST FRANCIS CONVENT	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	9	9	26.5	0	0	0	.0	0	3	3	14.3	0	0	0	.0
	2	0	13	13	38.2	0	0	0	.0	0	4	4	19.0	0	0	0	.0
	3	0	7	7	20.6	0	1	1	20.0	0	4	4	19.0	0	0	0	.0
	4	0	3	3	8.8	0	1	1	20.0	0	5	5	23.8	0	0	0	.0
	5	0	2	2	5.9	0	3	3	60.0	0	5	5	23.8	0	0	0	.0
TOTAL		0	34	34	48.6	0	5	5	7.1	0	21	21	30.0	0	0	0	.0
ST LOUIS HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	29	0	29	30.9	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	21	0	21	22.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	26	0	26	27.7	3	0	3	27.3	1	0	1	10.0	0	0	0	.0
	4	11	0	11	11.7	1	0	1	9.1	5	0	5	50.0	0	0	0	.0
	5	7	0	7	7.4	7	0	7	63.6	4	0	4	40.0	0	0	0	.0
TOTAL		94	0	94	73.4	11	0	11	8.6	10	0	10	7.8	0	0	0	.0
STAR OF THE SEA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	9	9	32.1	0	0	0	.0	0	1	1	7.1	0	0	0	.0
	2	0	5	5	17.9	0	0	0	.0	0	3	3	21.4	0	0	0	.0
	3	0	6	6	21.4	0	1	1	100.0	0	0	0	.0	0	0	0	.0
	4	0	4	4	14.3	0	0	0	.0	0	2	2	14.3	0	0	0	.0
	5	0	4	4	14.3	0	0	0	.0	0	8	8	57.1	0	0	0	.0
TOTAL		0	28	28	58.3	0	1	1	2.1	0	14	14	29.2	0	0	0	.0

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	FOUR	YEAR	COLLEGE		TWO	YEAR	JR	COLLEGE	OCCUPATIONAL		SCHOOL		OTHER		SCHOOL	
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
U OF H LAB SCHOOL	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	7	3	10	17.2	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	7	7	14	24.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	6	6	12	20.7	0	0	0	.0	0	1	1	100.0	0	0	0	.0
	4	9	4	13	22.4	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	2	7	9	15.5	1	1	2	100.0	0	0	0	.0	0	0	0	.0
TOTAL		31	27	58	95.1	1	1	2	3.3	0	1	1	1.6	0	0	0	.0
WINDWARD																	
SACRED HEARTS SEMINARY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	3	0	3	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		3	0	3	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
ST ANNS ELEM & HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	2	2	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	25.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	1	1	25.0	0	0	0	.0	0	1	1	33.3	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	2	2	66.7	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	4	4	26.7	0	0	0	.0	0	3	3	20.0	0	0	0	.0
ST STEPHENS SEMINARY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	1	0	1	100.0	0	0	0	.0	0	0	0	.0	7	0	7	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		1	0	1	12.5	0	0	0	.0	0	0	0	.0	7	0	7	87.5

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES

ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
		M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
HAWAII																	
HAWAII PREP ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	6	0	6	15.8	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	8	1	9	23.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	8	1	9	23.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	7	1	8	21.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	4	2	6	15.8	2	0	2	100.0	0	0	0	.0	0	0	0	.0
TOTAL		33	5	38	90.5	2	0	2	4.8	0	0	0	.0	0	0	0	.0
ST JOSEPHS HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	1	11	12	46.2	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	6	2	8	30.8	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	3	1	4	15.4	1	1	2	40.0	0	3	3	21.4	0	1	1	100.0
	4	2	0	2	7.7	1	0	1	20.0	2	5	7	50.0	0	0	0	.0
	5	0	0	0	.0	2	0	2	40.0	2	2	4	28.6	0	0	0	.0
TOTAL		12	14	26	40.6	4	1	5	7.8	4	10	14	21.9	0	1	1	1.6
MAUI																	
ST ANTHONYS-BOYS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	5	0	5	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	3	0	3	30.0	1	0	1	16.7	0	0	0	.0	0	0	0	.0
	3	2	0	2	20.0	3	0	3	50.0	2	0	2	66.7	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	2	0	2	33.3	1	0	1	33.3	0	0	0	.0
TOTAL		10	0	10	31.3	6	0	6	18.8	3	0	3	9.4	0	0	0	.0
ST ANTHONYS-GIRLS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	5	5	62.5	0	1	1	5.9	0	0	0	.0	0	1	1	25.0
	2	0	2	2	25.0	0	6	6	35.3	0	2	2	16.7	0	1	1	25.0
	3	0	1	1	12.5	0	5	5	29.4	0	2	2	16.7	0	0	0	.0
	4	0	0	0	.0	0	4	4	23.5	0	3	3	25.0	0	0	0	.0
	5	0	0	0	.0	0	1	1	5.9	0	5	5	41.7	0	2	2	50.0
TOTAL		0	8	8	17.8	0	17	17	37.8	0	12	12	26.7	0	4	4	8.9

TABLE IX C FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	FOUR YEAR COLLEGE				TWO YEAR JR COLLEGE				OCCUPATIONAL SCHOOL				OTHER SCHOOL			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
SEABURY HALL	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	2	2	25.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	12.5	0	0	0	.0	0	1	1	33.3	0	0	0	.0
	3	0	2	2	25.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	3	3	37.5	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	2	2	66.7	0	0	0	.0
TOTAL		0	8	8	61.5	0	0	0	.0	0	3	3	23.1	0	0	0	.0
TOTAL PRIVATE SCHOOL				1016				102				160				15	

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
HONOLULU																					
FARRINGTON HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	4	4	10.3	0	1	1	4.2	1	0	1	2.5	1	1	2	20.0	0	0	0	.0
	2	2	4	6	15.4	0	1	1	4.2	4	0	4	10.0	1	3	4	40.0	0	0	0	.0
	3	2	5	7	17.9	1	9	10	41.7	5	1	6	15.0	1	0	1	10.0	1	0	1	100.0
	4	4	3	7	17.9	2	5	7	29.2	15	0	15	37.5	1	0	1	10.0	0	0	0	.0
	5	10	5	15	38.5	3	2	5	20.8	14	0	14	35.0	1	1	2	20.0	0	0	0	.0
TOTAL		18	21	39	15.5	6	18	24	9.5	39	1	40	15.9	5	5	10	4.0	1	0	1	.4
KAIMUKI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	1	2	3	9.7	0	2	2	16.7	0	0	0	.0	0	1	1	10.0	0	0	0	.0
	2	0	4	4	12.9	0	1	1	8.3	1	0	1	6.7	1	1	2	20.0	0	0	0	.0
	3	2	3	5	16.1	1	1	2	16.7	3	0	3	20.0	1	2	3	30.0	0	0	0	.0
	4	2	3	5	16.1	1	3	4	33.3	5	0	5	33.3	1	1	2	20.0	0	0	0	.0
	5	9	5	14	45.2	0	3	3	25.0	6	0	6	40.0	0	2	2	20.0	0	0	0	.0
TOTAL		14	17	31	12.3	2	10	12	4.7	15	0	15	5.9	3	7	10	4.0	0	0	0	.0
KALANI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	6	6	26.1	0	0	0	.0	1	0	1	4.2	0	0	0	.0	0	0	0	.0
	2	1	1	2	8.7	0	1	1	9.1	4	0	4	16.7	0	0	0	.0	0	0	0	.0
	3	0	1	1	4.3	1	2	3	27.3	1	0	1	4.2	0	1	1	25.0	0	0	0	.0
	4	2	3	5	21.7	2	0	2	18.2	9	0	9	37.5	0	3	3	75.0	0	0	0	.0
	5	9	0	9	39.1	2	3	5	45.5	9	0	9	37.5	0	0	0	.0	0	0	0	.0
TOTAL		12	11	23	10.2	5	6	11	4.9	24	0	24	10.7	0	4	4	1.8	0	0	0	.0
MCKINLEY HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	2	2	9.1	0	0	0	.0	0	0	0	.0	3	4	7	14.3	0	0	0	.0
	2	2	0	2	9.1	0	0	0	.0	0	0	0	.0	3	7	10	20.4	0	0	0	.0
	3	1	0	1	4.5	0	0	0	.0	6	0	6	33.3	7	3	10	20.4	0	0	0	.0
	4	6	3	9	40.9	0	4	4	66.7	5	0	5	27.8	5	2	7	14.3	0	0	0	.0
	5	5	3	8	36.4	0	2	2	33.3	7	0	7	38.9	9	6	15	30.6	0	0	0	.0
TOTAL		14	8	22	9.1	0	6	6	2.5	18	0	18	7.5	27	22	49	20.3	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	EMPLOYED FULL TIME M	F	B	%	NOT EMPLOYED, SCHOOL M	F	B	%	MILITARY SERVICE M	F	B	%	LOCATION UNKNOWN M	F	B	%	DECEASED M	F	B	%
ROOSEVELT HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	3	3	11.5	0	0	0	.0	0	0	0	.0	0	1	1	10.0	0	0	0	.0
	2	1	2	3	11.5	0	0	0	.0	1	0	1	5.6	0	1	1	10.0	0	0	0	.0
	3	1	4	5	19.2	0	3	3	23.1	1	0	1	5.6	2	1	3	30.0	0	0	0	.0
	4	6	2	8	30.8	3	2	5	38.5	10	0	10	55.6	0	2	2	20.0	0	0	0	.0
	5	6	1	7	26.9	4	1	5	38.5	6	0	6	33.3	2	1	3	30.0	0	0	0	.0
TOTAL		14	12	26	11.0	7	6	13	5.5	18	0	18	7.6	4	6	10	4.2	0	0	0	.0
CENTRAL																					
AIEA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	1	0	1	3.7	0	2	2	20.0	0	0	0	.0	1	0	1	7.1	0	0	0	.0
	2	1	2	3	11.1	0	1	1	10.0	2	0	2	18.2	1	2	3	21.4	0	0	0	.0
	3	1	2	3	11.1	0	2	2	20.0	4	0	4	36.4	2	2	4	28.6	0	0	0	.0
	4	6	3	9	33.3	0	0	0	.0	3	0	3	27.3	1	2	3	21.4	0	0	0	.0
	5	6	5	11	40.7	1	4	5	50.0	2	0	2	18.2	2	1	3	21.4	0	0	0	.0
TOTAL		15	12	27	15.3	1	9	10	5.6	11	0	11	6.2	7	7	14	7.9	0	0	0	.0
LEILEHUA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	2	2	6.1	0	2	2	11.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	1	5	6	18.2	0	2	2	11.1	1	0	1	2.6	1	1	2	50.0	1	0	1	50.0
	3	8	2	10	30.3	0	4	4	22.2	6	1	7	18.4	1	1	2	50.0	1	0	1	50.0
	4	5	2	7	21.2	1	4	5	27.8	11	0	11	28.9	0	0	0	.0	0	0	0	.0
	5	5	3	8	24.2	1	4	5	27.8	19	0	19	50.0	0	0	0	.0	0	0	0	.0
TOTAL		19	14	33	16.3	2	16	18	8.9	37	1	38	18.7	2	2	4	2.0	2	0	2	1.0
RADFORD HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	1	1	8.3	0	1	1	11.1	0	0	0	.0	1	0	1	4.5	0	0	0	.0
	2	0	4	4	33.3	0	1	1	11.1	3	1	4	12.1	0	4	4	18.2	0	0	0	.0
	3	1	0	1	8.3	0	2	2	22.2	7	0	7	21.2	2	3	5	22.7	0	0	0	.0
	4	1	1	2	16.7	0	2	2	22.2	13	0	13	39.4	2	5	7	31.8	0	0	0	.0
	5	4	0	4	33.3	2	1	3	33.3	8	1	9	27.3	3	2	5	22.7	0	0	0	.0
TOTAL		6	6	12	7.2	2	7	9	5.4	31	2	33	19.8	8	14	22	13.2	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE GROUP	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
		M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
WAIALUA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	1	1	7.1	1	0	1	4.0	0	0	0	.0	0	0	0	.0
	2	1	2	3	12.0	0	1	1	7.1	1	0	1	4.0	0	0	0	.0	0	0	0	.0
	3	2	5	7	28.0	1	2	3	21.4	5	0	5	20.0	0	0	0	.0	0	0	0	.0
	4	2	4	6	24.0	2	4	6	42.9	11	0	11	44.0	0	0	0	.0	0	0	0	.0
	5	6	3	9	36.0	0	3	3	21.4	7	0	7	28.0	1	0	1	100.0	0	0	0	.0
TOTAL		11	14	25	21.7	3	11	14	12.2	25	0	25	21.7	1	0	1	.9	0	0	0	.0
LEEWARD																					
CAMPBELL HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	1	0	1	2.9	0	0	0	.0
	1	0	1	1	6.7	0	0	0	.0	0	0	0	.0	4	6	10	29.4	0	0	0	.0
	2	0	1	1	6.7	0	2	2	18.2	1	0	1	6.7	8	1	9	26.5	0	0	0	.0
	3	2	3	5	33.3	1	4	5	45.5	3	0	3	20.0	3	2	5	14.7	0	0	0	.0
	4	2	1	3	20.0	0	2	2	18.2	4	0	4	26.7	2	2	4	11.8	0	0	0	.0
	5	4	1	5	33.3	0	2	2	18.2	7	0	7	46.7	4	1	5	14.7	0	0	0	.0
TOTAL		8	7	15	11.4	1	10	11	8.3	15	0	15	11.4	22	12	34	25.8	0	0	0	.0
WAIANAE HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	2	2	4	11.8	0	3	3	12.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	1	6	7	20.6	2	5	7	28.0	4	0	4	14.3	0	0	0	.0	0	0	0	.0
	3	3	5	8	23.5	0	1	1	4.0	9	0	9	32.1	1	0	1	33.3	0	0	0	.0
	4	5	4	9	26.5	1	8	9	36.0	6	0	6	21.4	0	1	1	33.3	0	0	0	.0
	5	5	1	6	17.6	2	3	5	20.0	9	0	9	32.1	1	0	1	33.3	0	0	0	.0
TOTAL		16	18	34	22.2	5	20	25	16.3	28	0	28	18.3	2	1	3	2.0	0	0	0	.0
WAIPAHU HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	1	1	3.6	1	0	1	6.3	1	0	1	2.7	0	0	0	.0	0	0	0	.0
	2	2	4	6	21.4	0	5	5	31.3	6	0	6	16.2	0	0	0	.0	0	0	0	.0
	3	3	4	7	25.0	1	1	2	12.5	12	0	12	32.4	0	1	1	33.3	0	0	0	.0
	4	3	2	5	17.9	2	0	2	12.5	9	0	9	24.3	1	0	1	33.3	0	0	0	.0
	5	5	4	9	32.1	4	2	6	37.5	9	0	9	24.3	1	0	1	33.3	0	0	0	.0
TOTAL		13	15	28	14.8	8	8	16	8.5	37	0	37	19.6	2	1	3	1.6	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE GROUP	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
			M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
WINDWARD																						
CASTLE HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	1	1	3.3	0	2	2	10.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	1	5	6	20.0	0	4	4	20.0	1	0	1	3.1	1	0	1	50.0	0	0	0	.0
		3	2	3	5	16.7	0	5	5	25.0	6	0	6	18.8	0	0	0	.0	0	0	0	.0
		4	9	1	10	33.3	0	3	3	15.0	10	1	11	34.4	0	1	1	50.0	0	0	0	.0
		5	5	3	8	26.7	2	4	6	30.0	13	1	14	43.8	0	0	0	.0	0	0	0	.0
	TOTAL		17	13	30	16.0	2	18	20	10.6	30	2	32	17.0	1	1	2	1.1	0	0	0	.0
KAHUKU HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	1	1	14.3	2	0	2	10.0	0	1	1	11.1	0	0	0	.0
		2	1	0	1	14.3	1	1	2	28.6	6	0	6	30.0	0	2	2	22.2	0	0	0	.0
		3	1	1	2	28.6	0	0	0	.0	3	0	3	15.0	0	1	1	11.1	0	0	0	.0
		4	0	0	0	.0	0	1	1	14.3	4	0	4	20.0	1	2	3	33.3	0	0	0	.0
		5	3	1	4	57.1	1	2	3	42.9	5	0	5	25.0	0	2	2	22.2	0	0	0	.0
	TOTAL		5	2	7	9.2	2	5	7	9.2	20	0	20	26.3	1	8	9	11.8	0	0	0	.0
KAILUA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	4	4	10.0	0	0	0	.0	0	0	0	.0	2	5	7	17.1	0	0	0	.0
		2	0	4	4	10.0	1	1	2	7.4	3	1	4	17.4	1	3	4	9.8	0	0	0	.0
		3	3	7	10	25.0	1	3	4	14.8	3	0	3	13.0	5	3	8	19.5	0	0	0	.0
		4	6	8	14	35.0	2	5	7	25.9	5	0	5	21.7	5	3	8	19.5	0	0	0	.0
		5	3	5	8	20.0	7	7	14	51.9	11	0	11	47.8	11	3	14	34.1	0	0	0	.0
	TOTAL		12	28	40	16.2	11	16	27	10.9	22	1	23	9.3	24	17	41	16.6	0	0	0	.0
HAWAII																						
HILO HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	1	0	1	3.8	0	1	1	8.3	0	0	0	.0
		2	0	3	3	10.0	0	0	0	.0	1	0	1	3.8	2	2	4	33.3	0	0	0	.0
		3	1	2	3	10.0	0	1	1	10.0	5	1	6	23.1	1	0	1	8.3	0	0	0	.0
		4	5	1	6	20.0	1	4	5	50.0	10	0	10	38.5	0	0	0	.0	0	0	0	.0
		5	16	2	18	60.0	1	3	4	40.0	8	0	8	30.8	4	2	6	50.0	0	0	0	.0
	TOTAL		22	8	30	12.5	2	8	10	4.2	25	1	26	10.8	7	5	12	5.0	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE GROUP	EMPLOYED FULL TIME M	F	B	%	NOT EMPLOYED, SCHOOL M	F	B	%	MILITARY SERVICE M	F	B	%	LOCATION UNKNOWN M	F	B	%	DECEASED M	F	B	%
HONOKAA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	1	1	5.9	0	1	1	11.1	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	1	1	5.9	0	1	1	11.1	3	0	3	23.1	0	0	0	.0	0	0	0	.0
		3	2	1	3	17.6	0	2	2	22.2	4	0	4	30.8	0	0	0	.0	0	0	0	.0
		4	3	2	5	29.4	0	3	3	33.3	5	0	5	38.5	0	0	0	.0	0	0	0	.0
		5	6	1	7	41.2	0	2	2	22.2	1	0	1	7.7	0	0	0	.0	0	0	0	.0
	TOTAL		11	6	17	19.3	0	9	9	10.2	13	0	13	14.8	0	0	0	.0	0	0	0	.0
KAU HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	1	1	16.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	1	1	16.7	0	0	0	.0	2	0	2	13.3	0	0	0	.0	0	0	0	.0
		3	2	0	2	33.3	1	1	2	33.3	3	0	3	20.0	0	0	0	.0	0	0	0	.0
		4	0	3	3	50.0	0	1	1	16.7	5	0	5	33.3	0	0	0	.0	0	0	0	.0
		5	0	0	0	.0	0	2	2	33.3	5	0	5	33.3	0	0	0	.0	0	0	0	.0
	TOTAL		2	4	6	11.8	1	5	6	11.8	15	0	15	29.4	0	0	0	.0	0	0	0	.0
KOHALA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	1	1	20.0	0	0	0	.0	0	2	2	25.0	0	0	0	.0	0	0	0	.0
		3	1	0	1	20.0	0	1	1	10.0	1	0	1	12.5	0	1	1	100 .0	0	0	0	.0
		4	0	0	0	.0	3	1	4	40.0	2	0	2	25.0	0	0	0	.0	0	0	0	.0
		5	1	2	3	60.0	4	1	5	50.0	3	0	3	37.5	0	0	0	.0	0	0	0	.0
	TOTAL		2	3	5	9.1	7	3	10	18.2	6	2	8	14.5	0	1	1	1.8	0	0	0	.0
KONAWAENA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		3	0	0	0	.0	0	0	0	.0	3	0	3	20.0	0	0	0	.0	0	0	0	.0
		4	0	1	1	10.0	0	0	0	.0	6	0	6	40.0	0	0	0	.0	0	0	0	.0
		5	4	5	9	90.0	0	0	0	.0	6	0	6	40.0	0	2	2	100 .0	0	0	0	.0
	TOTAL		4	6	10	7.9	0	0	0	.0	15	0	15	11.9	0	2	2	1.6	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED	FULL	TIME		NOT	EMPLOYED,	SCHOOL		MILITARY		SERVICE		LOCATION		UNKNOWN			DECEASED		
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
LAUPAHOEHOE HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	1	1	14.3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	1	0	1	7.7	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	7	0	7	53.8	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	1	1	50.0	2	0	2	15.4	0	0	0	.0	0	0	0	.0
	5	5	1	6	85.7	0	1	1	50.0	3	0	3	23.1	0	0	0	.0	0	0	0	.0
TOTAL		5	2	7	14.9	0	2	2	4.3	13	0	13	27.7	0	0	0	.0	0	0	0	.0
PAHOA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	1	1	50.0	0	0	0	.0	2	0	2	33.3	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	3	0	3	50.0	0	0	0	.0	0	0	0	.0
	5	0	1	1	50.0	0	0	0	.0	1	0	1	16.7	0	0	0	.0	0	0	0	.0
TOTAL		0	2	2	7.1	0	0	0	.0	6	0	6	21.4	0	0	0	.0	0	0	0	.0
MAUI																					
BALDWIN HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	1	1	2	10.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	3	0	3	15.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	2	0	2	22.2	2	1	3	15.0	0	0	0	.0
	4	2	1	3	60.0	0	3	3	60.0	4	0	4	44.4	3	4	7	35.0	0	0	0	.0
	5	1	1	2	40.0	0	2	2	40.0	3	0	3	33.3	3	2	5	25.0	0	0	0	.0
TOTAL		3	2	5	2.9	0	5	5	2.9	9	0	9	5.3	12	8	20	11.7	0	0	0	.0
HANA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	25.0	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	1	0	1	25.0	0	0	0	.0	2	0	2	33.3	0	0	0	.0	0	0	0	.0
	4	1	0	1	25.0	0	0	0	.0	1	1	2	33.3	0	0	0	.0	0	0	0	.0
	5	1	0	1	25.0	0	0	0	.0	2	0	2	33.3	0	0	0	.0	0	0	0	.0
TOTAL		3	1	4	25.0	0	2	2	12.5	5	1	6	37.5	0	0	0	.0	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
LAHAINALUNA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	14.3	0	1	1	33.3	1	0	1	3.6	0	0	0	.0	0	0	0	.0
	3	0	1	1	14.3	0	0	0	.0	9	0	9	32.1	0	0	0	.0	0	0	0	.0
	4	1	1	2	28.6	0	0	0	.0	10	0	10	35.7	0	0	0	.0	0	0	0	.0
	5	1	2	3	42.9	0	2	2	66.7	8	0	8	28.6	0	0	0	.0	0	0	0	.0
TOTAL		2	5	7	7.2	0	3	3	3.1	28	0	28	28.9	0	0	0	.0	0	0	0	.0
LANAI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	3	3	100.0	0	0	0	.0
	3	0	0	0	.0	0	1	1	25.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	1	1	25.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	1	1	2	50.0	2	0	2	100.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	1	3	4	10.3	2	0	2	5.1	0	3	3	7.7	0	0	0	.0
MAUI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	6	0	6	24.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	2	2	22.2	6	0	6	24.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	2	1	3	33.3	6	0	6	24.0	0	0	0	.0	0	0	0	.0
	5	3	0	3	100.0	2	2	4	44.4	7	0	7	28.0	0	0	0	.0	0	0	0	.0
TOTAL		3	0	3	2.5	4	5	9	7.6	25	0	25	21.2	0	0	0	.0	0	0	0	.0
MOLOKAI HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	1	1	2	16.7	0	1	1	12.5	1	0	1	9.1	0	1	1	50.0	0	0	0	.0
	2	1	1	2	16.7	1	1	2	25.0	4	0	4	36.4	0	0	0	.0	0	0	0	.0
	3	0	2	2	16.7	0	2	2	25.0	3	0	3	27.3	0	0	0	.0	0	0	0	.0
	4	1	0	1	8.3	1	1	2	25.0	1	0	1	9.1	0	1	1	50.0	0	0	0	.0
	5	2	3	5	41.7	1	0	1	12.5	2	0	2	18.2	0	0	0	.0	0	0	0	.0
TOTAL		5	7	12	25.0	3	5	8	16.7	11	0	11	22.9	0	2	2	4.2	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE GROUP	EMPLOYED FULL TIME M	F	B	%	NOT EMPLOYED, SCHOOL M	F	B	%	MILITARY SERVICE M	F	B	%	LOCATION UNKNOWN M	F	B	%	DECEASED M	F	B	%
KAUAI																						
KAPAA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	1	1	11.1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		3	0	1	1	11.1	0	0	0	.0	1	0	1	4.8	0	1	1	20.0	0	0	0	.0
		4	1	3	4	44.4	0	0	0	.0	6	0	6	28.6	0	2	2	40.0	1	0	1	100.0
		5	3	0	3	33.3	0	1	1	100.0	6	1	7	33.3	0	2	2	40.0	0	0	0	.0
	TOTAL		4	5	9	8.3	0	1	1	.9	19	2	21	19.3	0	5	5	4.6	1	0	1	.9
KAUAI HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	2	2	40.0	0	0	0	.0
		2	0	2	2	16.7	0	0	0	.0	2	0	2	9.5	0	1	1	20.0	0	0	0	.0
		3	2	3	5	41.7	0	3	3	37.5	3	1	4	19.0	0	1	1	20.0	0	0	0	.0
		4	2	1	3	25.0	1	1	2	25.0	6	0	6	28.6	0	1	1	20.0	0	0	0	.0
		5	0	2	2	16.7	1	2	3	37.5	9	0	9	42.9	0	0	0	.0	1	0	1	100.0
	TOTAL		4	8	12	8.8	2	6	8	5.9	20	1	21	15.4	0	5	5	3.7	1	0	1	.7
WAIMEA HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	1	0	1	6.3	0	1	1	10.0	0	0	0	.0
		2	1	0	1	11.1	0	0	0	.0	1	1	2	12.5	0	0	0	.0	0	0	0	.0
		3	0	0	0	.0	1	1	2	28.6	4	0	4	25.0	1	1	2	20.0	0	0	0	.0
		4	1	0	1	11.1	1	4	5	71.4	4	0	4	25.0	4	2	6	60.0	0	0	0	.0
		5	5	2	7	77.8	0	0	0	.0	5	0	5	31.3	1	0	1	10.0	0	0	0	.0
	TOTAL		7	2	9	7.7	2	5	7	6.0	15	1	16	13.7	6	4	10	8.5	0	0	0	.0
TOTAL PUBLIC SCHOOL					530				307				612				276				5	
HONOLULU																						
DAMIEN MEMORIAL HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	1	0	1	11.1	0	0	0	.0
		2	0	0	0	.0	0	0	0	.0	2	0	2	25.0	0	0	0	.0	0	0	0	.0
		3	0	0	0	.0	0	0	0	.0	1	0	1	12.5	2	0	2	22.2	0	0	0	.0
		4	2	0	2	66.7	0	0	0	.0	4	0	4	50.0	4	0	4	44.4	0	0	0	.0
		5	1	0	1	33.3	0	0	0	.0	1	0	1	12.5	2	0	2	22.2	0	0	0	.0
	TOTAL		3	0	3	3.0	0	0	0	.0	8	0	8	7.9	9	0	9	8.9	0	0	0	.0

TABLE X C NON-FURTHER FDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED	FULL	TIME		NOT	EMPLOYED,	SCHOOL		MILITARY	SERVICE			LOCATION	UNKNOWN				DECEASED		
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
HAWAII BAPTIST ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	1	0	1	100.0	0	0	0	.0	0	0	0	.0
	5	0	2	2	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	2	2	6.9	0	0	0	.0	1	0	1	3.4	0	0	0	.0	0	0	0	.0
HAWAII SCHOOL FOR GIRLS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
HAWAIIAN MISSION ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	1	0	1	50.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	1	1	50.0	0	1	1	100.0	1	0	1	50.0	1	0	1	100.0	0	0	0	.0
TOTAL		0	2	2	4.0	0	1	1	2.0	2	0	2	4.0	1	0	1	2.0	0	0	0	.0
HONOLULU JUNIOR ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	1	0	1	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	2	0	2	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		1	0	1	11.1	2	0	2	22.2	0	0	0	.0	0	0	0	.0	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL		QNTLE GROUP	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
			M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
IOLANI		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	0	0	.0	0	0	0	.0	1	0	1	100.0	0	0	0	.0	0	0	0	.0
		3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	TOTAL		0	0	0	.0	0	0	0	.0	1	0	1	1.0	0	0	0	.0	0	0	0	.0
KAMEHAMEHA-BOYS		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	1	0	1	14.3	0	0	0	.0	0	0	0	.0	1	0	1	12.5	0	0	0	.0
		3	1	0	1	14.3	0	0	0	.0	5	0	5	27.8	0	0	0	.0	0	0	0	.0
		4	3	0	3	42.9	0	0	0	.0	3	0	3	16.7	4	0	4	50.0	0	0	0	.0
		5	2	0	2	28.6	0	0	0	.0	10	0	10	55.6	3	0	3	37.5	1	0	1	100.0
	TOTAL		7	0	7	6.9	0	0	0	.0	18	0	18	17.6	8	0	8	7.8	1	0	1	1.0
KAMEHAMEHA-GIRLS		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	1	1	4.2	0	1	1	16.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	6	6	25.0	0	3	3	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		3	0	2	2	8.3	0	1	1	16.7	0	0	0	.0	0	1	1	50.0	0	0	0	.0
		4	0	6	6	25.0	0	1	1	16.7	0	0	0	.0	0	1	1	50.0	0	0	0	.0
		5	0	9	9	37.5	0	0	0	.0	0	1	1	100.0	0	0	0	.0	0	0	0	.0
	TOTAL		0	24	24	22.4	0	6	6	5.6	0	1	1	.9	0	2	2	1.9	0	0	0	.0
MARYKNOLL HIGH		X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
		3	0	0	0	.0	0	0	0	.0	1	0	1	20.0	0	0	0	.0	0	0	0	.0
		4	0	1	1	100.0	0	0	0	.0	2	0	2	40.0	0	0	0	.0	0	0	0	.0
		5	0	0	0	.0	0	0	0	.0	2	0	2	40.0	0	0	0	.0	0	0	0	.0
	TOTAL		0	1	1	1.4	0	0	0	.0	5	0	5	6.8	0	0	0	.0	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
MID-PACIFIC	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	4	0	4	80.0	0	0	0	.0	0	0	0	.0
	5	0	1	1	100.0	0	0	0	.0	1	0	1	20.0	2	0	2	100.0	0	0	0	.0
TOTAL		0	1	1	1.3	0	0	0	.0	5	0	5	6.6	2	0	2	2.6	0	0	0	.0
PACIFIC PREP ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
PUNAHOU	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	1	0	1	100.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	1	1	33.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	1	1	100.0	0	1	1	33.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	1	1	33.3	0	0	0	.0	0	1	1	100.0	0	0	0	.0
TOTAL		0	1	1	.5	0	3	3	1.5	0	0	0	.0	0	1	1	.5	1	0	1	.5
SACRED HEARTS ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	3	3	60.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	1	1	33.3	0	0	0	.0
	4	0	2	2	100.0	0	1	1	20.0	0	0	0	.0	0	1	1	33.3	0	0	0	.0
	5	0	0	0	.0	0	1	1	20.0	0	0	0	.0	0	1	1	33.3	0	0	0	.0
TOTAL		0	2	2	2.8	0	5	5	6.9	0	0	0	.0	0	3	3	4.2	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
ST ANDREWS PRIORY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	1	1	100.0	0	0	0	.0
	4	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	2	2	4.2	0	0	0	.0	0	0	0	.0	0	1	1	2.1	0	0	0	.0
ST FRANCIS CONVENT	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	2	2	28.6	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	3	3	42.9	0	0	0	.0	0	0	0	.0	0	1	1	100.0	0	0	0	.0
	5	0	2	2	28.6	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	7	7	10.0	0	2	2	2.9	0	0	0	.0	0	1	1	1.4	0	0	0	.0
ST LOUIS HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	1	0	1	50.0	0	0	0	.0	2	0	2	22.2	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	3	0	3	33.3	1	0	1	100.0	0	0	0	.0
	5	1	0	1	50.0	1	0	1	100.0	4	0	4	44.4	0	0	0	.0	0	0	0	.0
TOTAL		2	0	2	1.6	1	0	1	.8	9	0	9	7.0	1	0	1	.8	0	0	0	.0
STAR OF THE SEA HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	1	1	33.3	0	0	0	.0	0	0	0	.0	0	1	1	50.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	1	1	50.0	0	0	0	.0
	5	0	2	2	66.7	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	3	3	6.3	0	0	0	.0	0	0	0	.0	0	2	2	4.2	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
U OF H LAB SCHOOL	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
WINDWARD																					
SACRED HEARTS SEMINARY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
ST ANNS ELEM & HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	2	2	33.3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	1	1	16.7	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	1	1	16.7	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	1	1	100.0	0	0	0	.0
	5	0	2	2	33.3	0	1	1	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	6	6	40.0	0	1	1	6.7	0	0	0	.0	0	1	1	6.7	0	0	0	.0
ST STEPHENS SEMINARY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES
ACTIVITIES, BY SCHOOL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
HAWAII																					
HAWAII PREP ACADEMY	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	1	0	1	100.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	1	0	1	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	1	0	1	2.4	1	0	1	2.4	0	0	0	.0	0	0	0	.0
ST JOSEPHS HIGH	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	1	0	1	16.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	1	0	1	50.0	1	1	2	33.3	2	0	2	20.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	2	2	33.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	1	1	50.0	0	0	0	.0	3	0	3	30.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	1	1	16.7	5	0	5	50.0	0	0	0	.0	0	0	0	.0
TOTAL		1	1	2	3.1	2	4	6	9.4	10	0	10	15.6	0	0	0	.0	0	0	0	.0
MAUI																					
ST ANTHONYS-BOYS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	1	0	1	33.3	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	1	0	1	100.0	1	0	1	12.5	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	0	0	.0	1	0	1	12.5	0	0	0	.0	0	0	0	.0
	4	2	0	2	66.7	0	0	0	.0	3	0	3	37.5	1	0	1	100.0	0	0	0	.0
	5	0	0	0	.0	0	0	0	.0	3	0	3	37.5	0	0	0	.0	0	0	0	.0
TOTAL		3	0	3	9.4	1	0	1	3.1	8	0	8	25.0	1	0	1	3.1	0	0	0	.0
ST ANTHONYS-GIRLS	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	2	2	66.7	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	1	1	33.3	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	1	1	100.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	1	1	2.2	0	3	3	6.7	0	0	0	.0	0	0	0	.0	0	0	0	.0

TABLE X C NON-FURTHER EDUCATION OF SAMPLE GRADUATES ACTIVITIES, BY SCHUUL, BY QUINTILE GROUP, PUBLIC AND PRIVATE

SCHOOL	QNTLE	EMPLOYED FULL TIME				NOT EMPLOYED, SCHOOL				MILITARY SERVICE				LOCATION UNKNOWN				DECEASED			
	GROUP	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%	M	F	B	%
SEABURY HALL	X	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	1	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	2	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	3	0	0	0	.0	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	4	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
	5	0	0	0	.0	0	1	1	50.0	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL		0	0	0	.0	0	2	2	15.4	0	0	0	.0	0	0	0	.0	0	0	0	.0
TOTAL PRIVATE SCHOOL				70				34				69				33				2	

APPENDIX

A PROPOSED SET OF PROCEDURES FOR THE EARLY IDENTIFICATION OF POTENTIAL DROPOUTS

AND

A REPORT ON A SUBSEQUENT TEST RUN

State of Hawaii
Department of Education
July 1, 1968

PREFACE

The proposed set of procedures for the early identification of potential dropouts was prepared for general use at any grade level (elementary-secondary) but with particular appropriateness for grades 9-12 (procedures were based on data concerning characteristics of dropouts recorded as of grade 9, 10, 11, or 12). A test run was conducted to establish the overall practicality of the proposed instrument and to establish guidelines appropriate for those grade levels below high school. Results of the test run are presented here as Part II.

PART I

A PROPOSED SET OF PROCEDURES FOR THE EARLY IDENTIFICATION OF POTENTIAL DROPOUTS

FOREWORD

The experience of two years of effort in collecting, analyzing, and reporting data descriptive of secondary students in the public schools of Hawaii has brought into clearer and sharper relief the plight of the student who chooses to drop out of school rather than complete the requirements for graduation from high school. In former years the student dropout was treated simply as a reported statistic, generally without formal identification, and with little if any regard for his personal plight, which was held to be a social problem that one must expect and accept. It was reasoned that, after all, in any given school a certain number of students are bound to leave school -- the pattern of the past clearly predicts this as a natural social phenomenon. Faced with this statistical fact of life, the dropout must accept his destiny and learn to live with it -- after all it was his choice.

But was it -- completely?

The direct involvement of the federal government in public education and its particular interest in student dropouts does more than suggest that the dropout represents a greater problem to society than he does to himself, and that society, in its failure to recognize its obligation to provide alternatives for the potential dropout, shares in the decision when he decides to leave school. At the very least it concurs passively with this decision; at the worst it provides an impetus to forcing him out.

In any case he is still very much the responsibility of society, whether in school or not, and probably will continue to be throughout much, if not all, of his adult life.

It is the reality of the dropout's decision to leave school and the possible lifetime cost to society of this decision that makes imperative that the potential dropout be identified at the earliest possible point in his life and that substantial study and effort be given to the correction of those conditions which are determined to be major contributing factors underlying his decision to leave school.

Mrs. Janet Sumida, a researcher with the Office of Research, after making a thorough study of the characteristics of dropouts has identified certain distinguishing traits which set the potential dropout apart from his peers, and she advances the belief that when these traits are ascertained in students at an early age and in the lower elementary grades, steps can be taken to prevent a given student who is identified as a potential dropout from leaving school.

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INTRODUCTION

The proposed procedures for the early identification of and follow through with potential school dropouts, grew out of a study which had as one of its major purposes careful scrutiny of those characteristics of dropouts which are distinguishably different from those students who persevere through twelve years of school and graduate from high school. To sharpen these differences, individual high school graduates were selected from among all graduates because their general characteristics and school records evidenced a marked similarity to those of students who had left school.

These sample graduates were selected from among those in the lowest quintile group who had joined the labor force rather than continue their education beyond high school graduation. When these graduates were compared with the dropouts, characteristics which were commonly held as well as those which were distinctly different became vividly apparent. All members of both groups scored low (dropouts' IQ median: 91; graduates' IQ median: 92) on the California Mental Maturity Test given in the third grade; scored below the mean on the standardized achievement test given in the fourth grade, had a record of poor attendance; had a natural father of same or similar ethnic background; had parents of similar educational level; and came from families with approximately the same number of siblings. Proportionately, both groups had about the same number of males and females.

Certain differences existing between the two groups became apparent when the school records of dropouts were closely examined. Personal records of dropouts revealed that as individuals they were judged to have poor or unsatisfactory character traits; that they had frequent discipline problems; that they had failed to pass one or more times between grades 8 to 12 (resulting in overage in grade placement); and that their academic performance was regarded as generally poor.

With these differences identified, it should be possible to apply them as factors which can reasonably predict the potential dropout while there is still time to alter the pattern which threatens to lead to his leaving school. Just how that pattern may be altered does not lie within the scope of this proposal for this concerns an area of highly specialized knowledge and training and should not be dealt with in any routine or arbitrary fashion.

GENERAL PROCEDURES

Because the establishment of a fully functional pupil accounting system is still some years in the future; and because the social problem of dropouts continues to increase in significance and concern within the larger context of the Hawaii State Government as well as the State Department of Education, some method, some set of procedures should be instituted now which can provide the data required in administering to the problem, and which can be converted to machine processing with a minimum effort at some time in the future. To meet these two conditions, the following set of procedures are proposed for early adoption by the administration of the Department.

General Procedures for Phase I-II-III

1. A standard checklist (to be designated as Form 419-B, a supplement to the presently existing Form 419 and 419-A) can be used for elementary through high school grade levels. The factors listed are the categories of characteristics established as different for dropouts and graduates. Scale values of one to four for each factor show tendencies to drop out from "least likely" to "most likely." Total scores can range from zero to 20 points. The checklist can be presented on a single page or on an "IBM" card.

2. Continuing with the absence criterion set by the Special Project to Identify and Report Potential High School Dropouts (initiated in February 1968), absence of 8.0 per cent (14 days) or more is newly designated as a guide for the initial screening and identification of students as potential dropouts. (See

Appendix A for the summary of Special Project...)

3. Upon initial identification (according to the criterion for absence), further screening is based on scale values assigned to the categories of characteristics for each student. The following table provides a cut-off point differentiating between positive ratings for persisters and negative ratings for potential dropouts.

Checklist for Identification of Potential School Dropouts, Form 419-B.

No. of Days Absent[a] to Date ______ Date ______________

District Sch Code Sex Gr. Age Last name First Middle I.D. No.

Below are listed potential factors in early school leaving and persistence in school. Negative and positive characteristics are indicated by scale value. Check only one block for each factor.

FACTOR

			Per Cent Poor		
A. Unsatisfactory or poor character traits[b]	0	up to 25	26-50	51-75	76-100
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4

B. Number of disciplinary notations[c]	0	1	2	3	4 or More
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4

			No. of Retentions (gr. 8-12)		
C. Retention at grade level	None	K-7	1	2	3 or More
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4

D. Age-grade placement	above-even	-1	-2	-3	-4 or More
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4

			Per Cent D's and F's		
E. Academic performance (D's and F's)[d]	None	up to 25	26-50	51-75	76-100
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4

TOTAL SCORE________

[a] Report pupils who have been absent for 14 days or more this school year.

[b] Traits include personal and social attitudes, health and safety attitudes, work habits, industry, initiative, concern for others, leadership, and responsibility. "Poor" is based on a preponderance of 3's, -'s, or D's and F's.

[c] Notations can include records of expulsion, suspension, warnings, anecdotes, etc.

[d] Grades assigned at end of the quarter, semester, or year.

Prediction Points Based on Scaled Ratings
For Students Who Persevere and Potential Dropouts

FACTOR		Positive Scaled Ratings for Persisters			Negative Scaled Rating for Potential Dropouts	
A.	Unsatisfactory or poor character traits	0%	up to 25%	26-50%	51-75%	76-100%
	Scale Value	⓪	①	②	③	④
B.	No. of disciplinary notations	0			1, 2, 3, 4 or More	
	Scale Value	⓪			① ② ③ ④	
					No. of Retentions (Gr. 8-12)	
C.	Retention at grade level	None,	K-7		1, 2, 3 or More	
	Scale Value	⓪	①		② ③ ④	
					Below	
D.	Age-grade placement	Above - even			-1 -2 -3 -4 or More	
	Scale Value	⓪			① ② ③ ④	
E.	Academic performance, D's and F's	None	up to 25%	26-50%	51-75%	76-100%
	Scale Value	⓪	①	②	③	④
Maximum Scores		5			20	

The maximum points that still permit a rating of "positive" would be 5 points. For example:

Factor	Rating	Scale Value or Score
A. Unsatisfactory or poor character traits	26-50%	2
B. No. of disciplinary notations	0	0
C. Retention at grade level	K-7	1
D. Age-grade placement	above-even	0
E. Academic performance	26-50%	2
	Total	5 Points

Any score beyond 5 points would be rated as "negative." Those whose ratings total 20 points would be considered most likely to drop out and, conversely, zero points would mean most likely not to drop out. The probability of dropping out will decrease proportionately with decreasing scale values or scores.

Screening (by scale values) for follow-up purposes can be processed methodically. Total rating scores can help determine priority, if necessary, of individual or group cases to be examined. Individual factor scale values can be the basis for combining students for group counseling or other activities. Instructional program planning and evaluation can be initiated through a study of the problem areas that present themselves as checklists are processed and data compiled.

4. Follow-up of Potential Dropouts:

a. All students initially identified on the criterion of absence alone, regardless of rating, will be contacted for appropriate follow-up for: return to school, modification of individual instructional program, vocational training, employment placement, etc., following procedures to process Form 419-A.

b. Screening for full or part-time employment, return to school, job training, etc., will depend on combinations of negative and positive categories.

c. Planning for appropriate follow-up school programs for individuals will depend upon the severity of problems as indicated by the individual scores for the various factors. Each factor requires special consideration and planning. For example, five points for age-grade placement means that the student may need to be specially placed in grade level subjects and other school activities. Any administrator on reviewing the rating sheet should be able to detect the youngster's problem (relating prolonged absence to overage) and investigate further the other factors involved.

d. Progress Report: The following Follow-up Form 419-C will assist the administrator to quickly summarize and follow-up whatever appropriate measures have been taken to cope with the youngster's specific problems. For specificity and clarity each factor rated "negative" should be pursued individually and summarized one factor per sheet.

Procedures By Phase I-II-III

The following proposed chart, Procedures by Phase, lists briefly checklist and follow-up requirements for each phase: source of information, personnel, materials, and time due.

Phase I. Without facilities or funding for computerization, the identification and follow-up of potential dropouts can still be implemented immediately through "paper-and-pencil" procedures for screening and identification. "Paper-and-pencil" means a manual and non-computerized operation.

Phase II. Continue present provision of computerized printouts listing students with consecutive or cumulative absence of 20 days or more. The new proposal is to provide additional computerized data (factors indicating dropping out or persistance in school) for each individual. With proposed screening procedures that can accomodate processing of more students, the base of 20 days can be adjusted to 14 days. The checklist will be key-punched for data processing. The proposed comprehensive printout will present total scaled values for each student to distinguish between positively and negatively rated students. A proposed printout layout is presented to compare with the present 1967-68 format. See Appendix A-B.

Phase III. With a total pupil accounting system projected for 1972, the identification of potential dropouts can eventually be continued as a totally computerized operation. Taped information on school history and family background can quickly produce periodic reports identifying potential dropouts. Checklist information need not wait for the here-and-now, "paper-and-pencil" screening of students (by attendance reports) but can be initiated and supplied by computer technology whenever data on selected factors are needed. Convenient combinations of selected factors can be readily assembled for interpretation.

Procedures by Phase:	I Paper-and-Pencil Processing	II Interim Computerized Processing	III Statewide Pupil Accounting System
Checklist, Form 419-B			
Source of information	Cumulative folders, Form 12-13 →	→	→
	Attendance records →	→	→
Personnel	Clerk under supervision of professional staff member (to process checklists) →	→	→
		Data processing staff →	→
Materials	One-page checklist, Form 419-B	Data processing checklist card, Form 419-B →	→
		Computerized printouts, including data from Form 419-A →	→
			Tape reservoir for pupil accounting system
Time due	Bi-weekly	Weekly	Weekly
Follow-up			
Source of information	Teacher, counselor, administrator →	→	
Personnel	Clerk under supervision of professional staff member →	→	
	Professional staff at school level →	→	
	Resource help from district and state levels and community agencies →	→	→
Materials	One-page progress report →	→	→
Time due	End of quarter or semester →	→	→

FOLLOW-UP OF POTENTIAL DROPOUT
AT THE SCHOOL LEVEL

Form 419-C

Date________________________

Student____
Last First Middle

A follow-up of factor: A B C D E (circle one factor only)

1. Provision for possible alternatives in terms of curriculum adaptation or special programs:

   a.

   b.

   c.

2. Actual steps taken for one or more above alternatives:

   Alternative a.

   b.

   c.

3. Proposal for further action on one or more above alternatives:

   Alternative a.

   b.

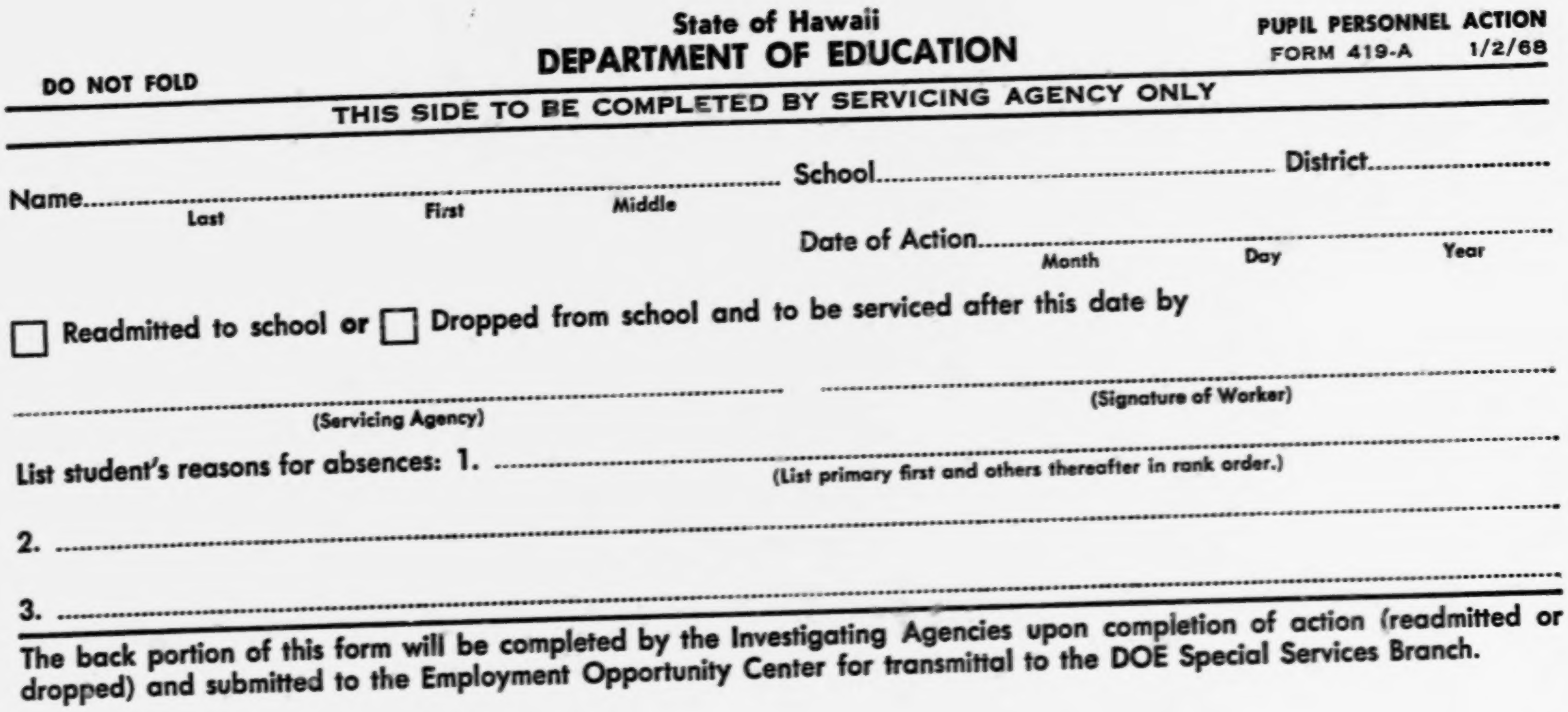
   c.

____
Signature of Administrator

____
Date

APPENDIX A

PUPIL PERSONNEL ACTION, FORM 419-A



State of Hawaii
DEPARTMENT OF EDUCATION

PUPIL PERSONNEL ACTION
FORM 419-A 1/2/68

DO NOT FOLD

THIS SIDE TO BE COMPLETED BY SERVICING AGENCY ONLY

Name........................ Last .... First .... Middle

School........................ District........................

Date of Action........ Month .... Day .... Year

☐ Readmitted to school or ☐ Dropped from school and to be serviced after this date by

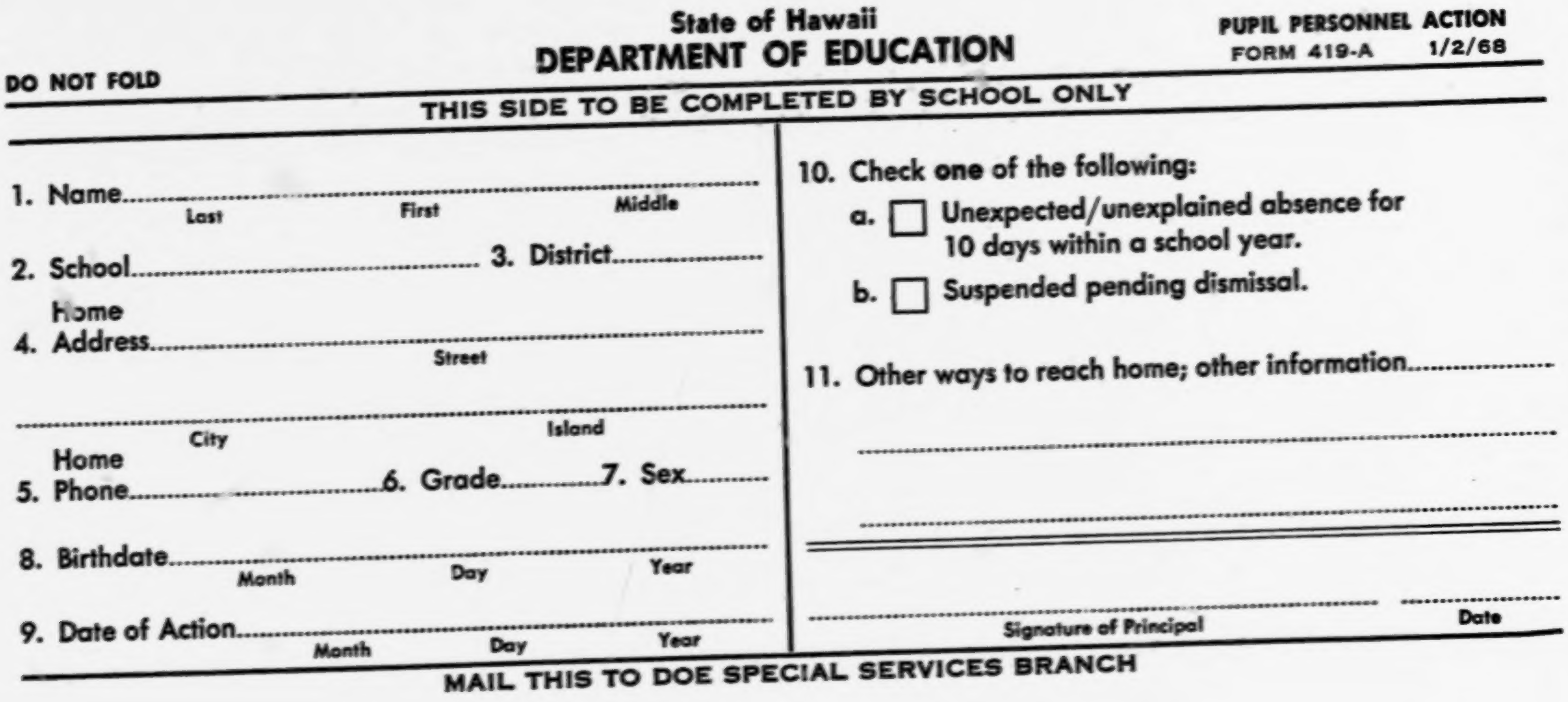
.... (Servicing Agency) .... (Signature of Worker)

List student's reasons for absences: 1. .... (List primary first and others thereafter in rank order.)

2. ....

3. ....

The back portion of this form will be completed by the Investigating Agencies upon completion of action (readmitted or dropped) and submitted to the Employment Opportunity Center for transmittal to the DOE Special Services Branch.



State of Hawaii
DEPARTMENT OF EDUCATION

PUPIL PERSONNEL ACTION
FORM 419-A 1/2/68

DO NOT FOLD

THIS SIDE TO BE COMPLETED BY SCHOOL ONLY

1. Name........ Last .... First .... Middle
2. School........................ 3. District........................
4. Home Address........................ Street
   .... City .... Island
5. Home Phone........................ 6. Grade........ 7. Sex........
8. Birthdate........ Month .... Day .... Year
9. Date of Action........ Month .... Day .... Year

10. Check one of the following:
    a. ☐ Unexpected/unexplained absence for 10 days within a school year.
    b. ☐ Suspended pending dismissal.

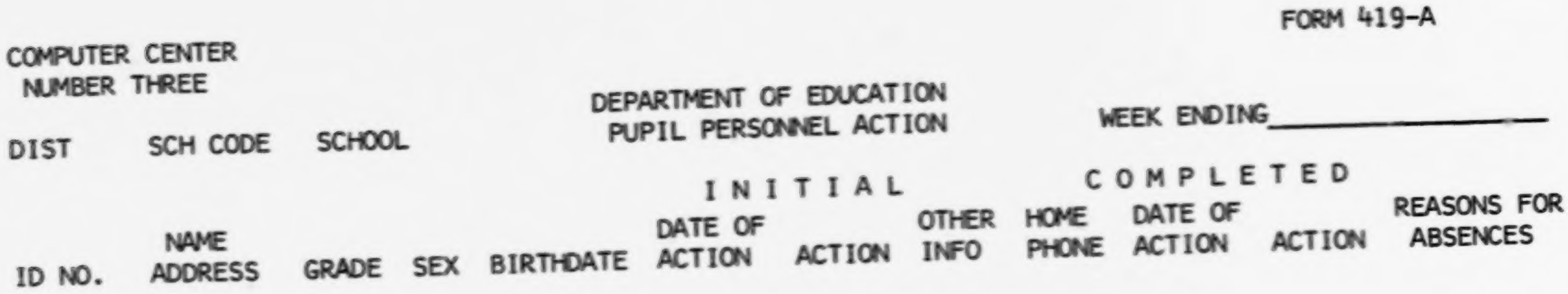
11. Other ways to reach home; other information........................

....

....

.... Signature of Principal .... Date

MAIL THIS TO DOE SPECIAL SERVICES BRANCH



FORM 419-A

COMPUTER CENTER
NUMBER THREE

DEPARTMENT OF EDUCATION
PUPIL PERSONNEL ACTION

WEEK ENDING________

DIST	SCH CODE	SCHOOL									
						INITIAL			COMPLETED		
ID NO.	NAME ADDRESS	GRADE	SEX	BIRTHDATE	DATE OF ACTION	ACTION	OTHER INFO	HOME PHONE	DATE OF ACTION	ACTION	REASONS FOR ABSENCES

A P P E N D I X B

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________________

ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT

In Conclusion

There is no magic in this set of procedures. The usefulness of all procedures can only be measured by the personal effectiveness of those persons who are held responsible in carrying them out.

PART II

A TEST RUN OF A PROPOSED SET OF PROCEDURES FOR THE EARLY IDENTIFICATION OF POTENTIAL DROPOUTS

PREFACE

The proposed set of procedures for the early identification of potential dropouts was prepared for general use at any grade level (elementary-secondary) but with particular appropriateness for grades 9-12 (procedures were based on data concerning characteristics of dropouts recorded as of grade 9, 10, 11, or 12). A test run was conducted to establish the overall practicality of the proposed instrument and to establish guidelines appropriate for those grade levels below high school. Results of the test run are presented here as Part II.

PURPOSE

This report begins with the assumption that had dropouts been identified early as potential dropouts, had their problems been identified, and had provisions been made for the alleviation of their problem(s), they probably could have been encouraged to remain in school longer. It is also assumed that since the proposed checklist was devised from the findings of the dropout study, a test run rating each dropout for his or her last high school year should produce negative ratings. The more important question is, "How early can potential dropouts be identified before high school when, because of age, the student must remain in school and there is still time for the school to help the student?" Can the proposed checklist help produce sufficient evidence at an early enough time to identify youngsters with problems that can eventually lead to their dropping out of school?

To test the practicality of the instrument, it was proposed that a test run be conducted showing actual ratings of high school dropouts. It was also proposed that the same instrument be used to test rate the dropouts at various intervals of their early school life at grades four, six, and eight. Findings from the study of 1966-67 dropouts show significant differences (as per cent of sample) between elementary and secondary levels, and such differences as listed below readily indicate that the cut-off point applicable at the high school level would not specifically differentiate between potential dropouts and persisters at the lower grade levels. A test run should confirm the need for separate cut-off points for grade levels below high school.

	Elementary	Secondary
Academic performance		
Poor or worse	29.5%	72.5%
Character trait ratings		
Below average	30.5	56.0
No. of disciplinary notations		
None found	62.5	33.5

Records of a group of 100 (50 per cent of the sample dropouts) were to be examined for the test run. Cumulative folders (Form 12-13) of dropouts were to be examined to determine ratings for the following factors as listed on the checklists: (1) unsatisfactory character traits, (2) number of disciplinary notations, (3) retention at grade level, (4) age-grade placement, and (5) academic performance. (See Appendix A.)

STAFFING TEST RUN

It is suggested in the charted "Procedures by Phase I-II-III" that a school clerk be designated to process checklists at the school level. This designation is made on the assumption that clerical details of the identification process can be handled routinely.

Again, a test run was considered. A high school attendance clerk was to be requested to participate in the test run.

Procedural details were to be reviewed by the clerk and the supervisor provided from the professional staff. Cumulative folders were to be examined and absence records noted for the purpose of processing checklists. Only high school ratings were to be included in the test run. (Ratings for lower grade levels are assumed to required clerical skills no different and no more difficult.)

LIMITATIONS

Ratings are based on records available only on Form 12-13. Omission of notes and data within folders can have a limiting effect upon the calculation of ratings marked on the checklists. The accuracy of rating such factors as "number of disciplinary notations" is especially dependent upon completeness of records.

INDIVIDUAL CASE HISTORIES

Along with checklist ratings, supplementary data on character and academic progress were to be provided in the form of brief case histories to point out evidences of consistently poor progress and "never-solved" problems. Teacher comments recorded and filed within cumulative folders since grade one were to be briefly quoted and charted to provide cumulative data on each student. Teacher comments were to be categorized as negative and positive. (See Appendix B.)

At the elementary levels, it has been customary for teachers to post significant data about the student on Form 13 confined to the space of a line or two. Comments are found to be usually very brief phrases about character traits and academic performance. Records of absence are frequently cited as significant data by teachers of both elementary and secondary levels.

At the high school level, problems are usually reported on forms that vary from school to school and on Guidance Form 419. Informal notes from teachers citing disciplinary and academic problems are also commonly on file within cumulative folders. The report card forms handled by Computer Center No. 3 list Department of Education coded comments that appear as follows:

Explanation of Comment Codes

X - Student is doing excellent work
S - School work is progressing satisfactorily
O - Student is improving in this course
1 - Student is achieving below apparent ability
2 - Absences are affecting school work
3 - Tardiness is affecting school work
4 - Books are materials are not brought to class
5 - Assignments are not completed regularly
6 - Participation is poor
7 - Study habits need improving
8 - Behavior is unacceptable
9 - Please contact teacher through counselor

PROCEDURES

The following procedures were established for consistent calculations of averages and ratings:

1. Calculation of ratings:

Grade 4 ratings: take average of grades 1-4 data
Grade 6 ratings: take average of grades 5-6 data
Grade 8 ratings: take average of grades 7-8 data
Grade 9 ratings: use grade 9 data only
Grade 10 ratings: use grade 10 data only

Grade 11 ratings: take average of grades 10-11 data

Grade 12 ratings: take average of grades 10-12 data

2. "Days absent" to be recorded only for grades four, six, eight, and dropout year (grade 9, 10, 11, or 12) without averaging cumulative absences.

3. When there are no grades (for any of the factors) for the year of dropping out, take the most recent marks or grades. For example, for a grade 11 dropout the only recent grades for character traits may be those of grade 9.

4. When there are "No Data" or incomplete recent data for any of the factors, consult teachers directly involved with the student, counselor, vice principal, principal, etc. In the meantime, note "No Data" in the marginal space before the factor number.

5. Retentions of more than one year: For dropouts with more than one retention in lower grades (K-7) only, mark the K-7 block disregarding the frequency of retentions.*

Rating at High School Level. If retentions occurred in both grades K-7 and grades 8-12, mark only for retentions that occurred within grades 8-12. If retentions occurred only in grades K-7, mark the K-7 block.

6. Tabulation of Data

Form 419-B (proposed) Computer Printout

Prepare separate listings for grades four, six, eight, and dropout year (grade 9, 10, 11, or 12).

---

*Frequency will be automatically implied by the rating of "age-grade placement."

FINDINGS

The high total average score (11.2) for grades 9-12 is found to be as predicted within the negative range of 6-20. It appears that scores are relatively low in the early years but grow progressively worse with the passing years in school. This is evidenced by the following summary:

Summary of Ratings and Absence Records*

Grade Level	Range of Scores	Average Scores	Range of Days Absent	Average Days Absent
4	0-12	3.7	0-80	17.5
6	0-10	3.9	0-99	16.3
8	1-15	5.2	1-142	23.8
9-12	3-18	11.2	5-148	36.1

*Based on known data only.

The above summary shows that average scores for grade four, six, and eight levels tend to fall lower than that for grades 9-12: 3.7 for grade four, 3.9 for grade six, and 5.2 for grade eight. Though lower, these average scores are indicative of problem areas and should serve appropriately as cut-off points for the identification of potential dropouts. Lower scores for grades four, six, and eight are largely due to the greater frequency of zero ratings for three of the following factors: (1) number of disciplinary notations, (2) retention, and (3) age-grade placement. (In the study of high school dropouts, these three factors were found to more commonly characterize grade 9-12 dropouts.) In contrast to the ratings of these three factors, the others (of character traits and academic performance) show ready evidence of problems requiring early review and follow-up at the lower grade levels. On an individual basis, scores register as high as 15 points.

The only possible evidences of disciplinary notations at the elementary level are the brief teacher comments posted on Form 13. Disciplinary notations were not considered and marked as such unless teacher comments strongly indicated disciplinary problems. Such comments are as follows as they appear on Form 13: entered cafeteria one evening with cousin; has had to be reprimanded a couple of times; tends to fight if provoked; etc.

Supplementary data (filed in student cumulative folders) presented here as case histories appear to confirm the "negative" inclinations of ratings (in the areas of character traits, academic performance, and absence) no matter to what extent they deviate from the cut-off point differentiating between persisters and potential dropouts.

In a majority of case histories at the elementary level, comments for individuals are found to be consistent from year to year whether of negative or positive type. Generally, negative comments were found to far outnumber positive remarks.

Following is a summary of scale values per factor for the various grade level intervals:

	Range of Individual Scale Values				Average Scale Values			
Factors	4	6	8	9-12	4	6	8	9-12
A. Unsatisfactory character traits	0-4	0-4	0-4	0-4	1.6	1.7	1.8	3.1
B. No. of disciplinary notations	0-4	0-2	0-4	0-4	.2	.3	.4	2.4
C. Retention of grade level	0-1	0-1	0-3	0-4	.1	.1	.3	1.3
D. Age-grade placement	0-2	0-2	0-2	0-4	.2	.3	.4	1.1
E. Academic performance	0-4	0-4	0-4	2-4	1.6	1.6	2.5	3.6

Individual ratings for lower grade levels indicate a range of severity of personal and academic problems. For many of the students who score very low in all the five factors, a high absence record is usually the case. Individual case histories reveal consistent "negative" absence records. (See Appendix C.) The following teacher comments include evidences of poor family circumstances and/or disregard and lack of concern for good school attendance:

1. Frequent absences due to lack of lunch money.
2. Frequent absences due to mother keeping her home to do housework and to watch younger siblings.
3. Home condition--big contributing factor--frequent absences cause for underrating his ability.

The problem of absence is almost always cited at both elementary and high school levels.

At the high school level, problems cited are usually infractions of school regulations such as smoking and cutting class and other behavior problems, truancy, and academic failure.

Results of Staffing Test Run

No difficulty was encountered by the clerk in processing the checklists. Familiarity with school forms and general school procedures appeared to have simplified the task for the clerk. Usually, it took not more than five minutes to process each checklist. It was concluded that a time allotment of five to ten minutes should suffice to process each checklist. It was also concluded that a trained teacher assistant can just as competently assume the responsibility for processing the checklists.

SUMMARY

At the intermediate and high school levels the checklist, according to the test run, will serve adequately to screen further those with absence records of 14 days or more. Students will be screened and identified as potential dropouts and persisters by the use of the checklist.

At the elementary grade levels, the checklist with newly formulated cut-off points (three for grade four, three for grade six and five for grade eight) and supplementary data (teacher comments and referrals such as those that appear in the attached case histories) can help teachers and administrators identify problem areas and take appropriate follow-up measures.

Because degrees of differences between elementary and high school problems (in the areas of disciplinary notations, number of retentions, and age-grade placement) affect rating scores (resulting in lower scores for the elementary levels), it is suggested that teacher comments and other pertinent information on file serve as supplementary data to checklist ratings for elementary grade levels. Any factor rating, no matter how low, moving in the direction of negative classification should generate warning signals at all grade levels with special emphasis at the elementary level where early identification and follow-up may mean the difference between persistence and dropping out in later years.

Disciplinary notations are very seldom on file for the lower elementary grade levels. This is perhaps an indication that problems are either less pronounced, less severe, less disruptive, or still manageable to those who are in daily contact with the students. If this is so, constructive steps taken at the elementary levels in terms of guidance, activities, instructional techniques, student-teacher relationships (including acceptance of non-middle class values), etc., can perhaps more easily build wholesome attitudes toward school life and learning. In the case of potential dropouts, it is especially critical that school life offers opportunities for the achievement of success and satisfaction as opposed to constant failure and disillusionment.

Differences in standards and format of evaluating student progress may be of significant hindrance to the early identification and follow-up of potential dropouts. At elementary levels, ratings are not as detailed as those of high school level. Elementary school students are rated generally on a three-point scale of E for excellent, S for satsifactory, and U for unsatisfactory progress. As contrasted, a five-point scale of A-F in high school appears to differentiate students more critically. Perhaps a more detailed diagnostic evaluation, not necessarily a scale of A-F, of student progress at the elementary level can help to identify problems much earlier in time for effective guidance and instruction.

Certain elementary school records such as counseling reports are lacking or are not systematically on file within cumulative folders for ready reference. This absence of important data, found more frequently on the elementary than on the secondary level, is evidence of follow-up of problems significant enough to require prompt action by teachers, administrators, counselors, and parents. Systematically recorded "action" can minimize educational "accidents" throughout the difficult school years of youngsters with special problems.

Cumulative folders are of little value to those responsible for the academic progress and welfare of the child unless they are kept up-to-date and contain essential data on file for ready reference. "Once a lifetime" psychological reports without evidence of follow-up are of little consequence to the child.

Staffing for Processing Checklists

The test run conducted indicates that checklist ratings can be processed routinely by a school clerical staff member.

APPENDIX A

Checklist for Identification of Potential School Dropouts, Form 419-B.

No. of Days Absent[a] to Date _______ Date ____________________

District Sch Code Sex Gr. Age Last name First Middle I.D. No.

____

Below are listed potential factors in early school leaving and persistence in school. Negative and positive characteristics are indicated by scale value. Check only one block for each factor.

FACTOR			Per Cent Poor		
A. Unsatisfactory or poor character traits[b]	0	up to 25	26-50	51-75	76-100
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4
B. Number of disciplinary notations[c]	0	1	2	3	4 or More
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4
			No. of Retentions (gr. 8-12)		
C. Retention at grade level	None	K-7	1	2	3 or More
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4
D. Age-grade placement	above-even	-1	-2	-3	-4 or More
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4
			Per Cent D's and F's		
E. Academic performance (D's and F's)[d]	None	up to 25	26-50	51-75	76-100
	☐	☐	☐	☐	☐
Scale Value	0	1	2	3	4

TOTAL SCORE________

[a] Report pupils who have been absent for 14 days or more this school year.

[b] Traits include personal and social attitudes, health and safety attitudes, work habits, industry, initiative, concern for others, leadership, and responsibility. "Poor" is based on a preponderance of 3's, -'s, or D's and F's.

[c] Notations can include records of expulsion, suspension, warnings, anecdotes, etc.

[d] Grades assigned at end of the quarter, semester, or year.

APPENDIX B

SAMPLE PRINTOUTS OF PROPOSED GUIDANCE FORM 419-B

APPENDIX B (SECTION I, GRADE 4)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE________________

							SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
1	F	10	4				0	0	0	0	0	0	12
2	F	--					--	--	--	--	--	--	--
3	M	10					4	0	0	0	4	8	80
4	M	10					4	0	0	0	4	8	4
5	M	10					2	0	0	0	1	3	19
6	M	10					2	0	0	0	1	3	12
7	F	--					--	--	--	--	--	--	--
8	F	10					0	0	0	0	1	1	49
9	M	10					0	0	0	0	1	1	12
10	M	10					3	2	0	0	3	8	7
11	M	10					1	0	0	0	0	1	7
12	M	10					4	0	0	0	4	8	12
13	M	--					--	--	--	--	--	--	--
14	M	--					--	--	--	--	--	--	--
15	F	--					--	--	--	--	--	--	--
16	F	10					4	0	0	0	3	7	7
17	M	10					2	0	0	0	2	4	21
18	F	10					1	0	0	0	3	4	70
19	M	--					--	--	--	--	--	--	--
20	F	10					0	0	0	0	0	0	25
21	F	10					2	0	0	0	2	4	27
22	F	10					1	0	0	0	1	2	0
23	M	--					--	--	--	--	--	--	--
24	M	10					0	0	0	0	1	1	2
25	F	10					1	1	0	0	1	3	42
26	M	10					2	1	0	0	2	5	14
27	M	10					1	0	0	0	0	1	20
28	M	10					1	0	0	0	1	2	6

(continued)

FORM 419-B

APPENDIX B (SECTION I, GRADE 4)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________

ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	SCALE VALUES UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
29	F	10	4		2	0	0	0	1	3	15
30	M	10			1	0	0	0	1	2	8
31	M	11			2	0	--	1	1	4	--
32	M	--			--	--	--	--	--	--	--
33	M	10			2	1	0	0	1	4	12
34	M	10			1	0	0	0	1	2	9
35	M	10			2	0	0	0	2	4	12
36	M	10			2	0	0	0	2	4	16
37	F	10			2	0	0	0	1	3	10
38	M	10			0	0	0	0	0	0	8
39	M	10			2	1	0	0	0	3	6
40	M	10			3	0	0	0	1	4	8
41	M	--			--	--	--	--	--	--	--
42	M	--			--	--	--	--	--	--	--
43	M	10			1	1	0	0	1	3	8
44	F	--			--	--	--	--	--	--	--
45	M	--			--	--	--	--	--	--	--
46	F	10			3	0	0	0	3	6	25
47	F	--			--	--	--	--	--	--	--
48	M	--			--	--	--	--	--	--	--
49	M	11			3	1	--	1	2	7	13
50	F	10			0	0	0	0	0	0	21
51	M	--			--	--	--	--	--	--	--
52	F	--			--	--	--	--	--	--	--
53	M	11			4	0	1	1	4	10	18
54	M	--			--	--	--	--	--	--	--
55	F	10			1	0	0	0	1	2	1
56	M	--			--	--	--	--	--	--	--
57	M	10			1	0	0	0	2	3	46

(continued)

APPENDIX B (SECTION I, GRADE 4)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE________________

							SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
58	M	10	4				1	0	0	0	1	2	4
59	M	10					1	0	0	0	1	2	4
60	M	10					1	0	0	0	1	2	21
61	M	10					2	0	0	0	1	3	4
62	M	10					1	1	0	0	2	4	27
63	M	11					4	1	1	1	4	11	--
64	M	10					0	0	0	0	1	1	15*
65	M	10					0	0	0	0	0	0	19
66	F	10					1	0	0	0	1	2	16
67	M	--					--	--	--	--	--	--	--
68	F	10					0	0	0	0	1	1	29
69	M	--					--	--	--	--	--	--	--
70	F	10					1	0	0	0	1	2	21
71	M	--					--	--	--	--	--	--	--
72	M	--					--	--	--	--	--	--	--
73	F	10					3	0	0	0	1	4	3
74	M	10					3	0	0	0	3	6	10
75	M	10					2	1	0	0	2	5	4*
76	M	11					3	0	--	1	3	7	6
77	M	10					3	0	0	0	3	6	5
78	F	10					0	0	0	0	2	2	6
79	M	11					4	4	1	1	2	12	37
80	F	10					1	0	0	0	1	2	18
81	M	11					1	0	--	1	1	3	63
82	M	--					--	--	--	--	--	--	--
83	M	11					4	0	0	0	4	8	7
84	F	10					1	0	0	0	0	1	12
85	M	11					2	0	1	1	4	8	15
86	M	10					1	0	0	0	1	2	9

(continued)

FORM 419-B

APPENDIX B (SECTION I, GRADE 4)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________

					SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
87	M	10	4		0	1	0	0	1	2	38
88	M	12			2	0	--	2	1	5	1
89	F	10			0	0	0	0	0	0	21
90	M	11			1	0	1	1	4	7	48
91	F	10			3	0	0	0	4	7	41
92	M	--			--	--	--	--	--	--	--
93	M	--			--	--	--	--	--	--	--
94	M	10			0	0	0	0	1	1	8
95	M	11			2	0	1	1	3	7	2
96	M	10			0	0	0	0	0	0	8
97	F	11			1	0	1	1	2	5	12
98	M	10			2	0	0	0	1	3	3
99	M	10			1	0	0	0	2	3	43
100	M	11			2	0	1	1	3	7	10
				GRAND TOTAL	121	16	8	14	122	281	1,274
				Average	1.6	.2	.1	.2	1.6	3.7	17.5
				Total No. of Cases with Data	75	75	71	75	75	75	73

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*Number of days for nearest grade level other than indicated because of lack of data.

** -- Denotes no data.

APPENDIX B (SECTION II, GRADE 6)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________

							SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
1	F	12	6				0	0	0	0	0	0	15
2	F	--					--	--	--	--	--	--	--
3	M	12					1	0	0	0	3	4	99
4	M	12					4	0	0	0	4	8	1
5	M	12					3	0	0	0	2	5	5
6	M	12					3	0	0	0	4	7	0
7	F	--					--	--	--	--	--	--	--
8	F	12					0	0	0	0	0	0	0
9	M	12					2	1	0	0	1	4	12
10	M	12					2	1	0	0	1	4	9
11	M	12					0	0	0	0	0	0	19
12	M	12					3	2	0	0	2	7	10
13	M	--					--	--	--	--	--	--	--
14	M	--					--	--	--	--	--	--	--
15	F	--					--	--	--	--	--	--	--
16	F	12					2	0	0	0	2	4	17
17	M	12					2	0	0	0	2	4	35
18	F	12					3	0	0	0	4	7	51
19	M	--					--	--	--	--	--	--	--
20	F	12					0	0	0	0	0	0	17
21	F	12					1	0	0	0	4	5	32
22	F	12					0	0	0	0	0	0	1
23	M	--					--	--	--	--	--	--	--
24	M	12					1	0	0	0	1	2	7
25	F	12					1	2	0	0	3	6	73
26	M	12					4	1	0	0	2	7	5
27	M	12					0	1	0	0	0	1	1
28	M	12					3	1	0	0	1	5	18
29	F	12					4	0	0	0	1	5	19
30	M	12					1	1	0	0	1	3	5

(continued)

FORM 419-B

APPENDIX B (SECTION II, GRADE 6)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE________________

							SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
31	M	13	6				2	1	--	1	3	7	6
32	M	13					1	1	--	1	3	6	11
33	M	12					1	1	0	0	1	3	10
34	M	12					1	0	0	0	0	1	30*
35	M	12					1	0	0	0	0	1	7
36	M	12					1	1	0	0	0	2	13
37	F	12					2	0	0	0	0	2	17
38	M	12					2	0	0	0	1	3	13*
39	M	12					2	1	0	0	1	4	1
40	M	12					3	0	0	0	1	4	6
41	M	--					--	--	--	--	--	--	--
42	M	--					--	--	--	--	--	--	--
43	M	12					0	0	0	0	0	0	16
44	F	--					--	--	--	--	--	--	--
45	M	--					--	--	--	--	--	--	--
46	F	12					3	0	0	0	2	5	26
47	F	--					--	--	--	--	--	--	--
48	M	--					--	--	--	--	--	--	--
49	M	13					4	2	--	1	3	10	11
50	F	12					0	0	0	0	0	0	26
51	M	--					--	--	--	--	--	--	--
52	F	--					--	--	--	--	--	--	--
53	M	12					1	0	1	1	4	7	4
54	M	--					--	--	--	--	--	--	--
55	F	12					2	0	0	0	4	6	11
56	M	--					--	--	--	--	--	--	--
57	M	12					2	0	0	0	3	5	56
58	M	12					1	0	0	0	1	2	1
59	M	12					3	1	0	0	3	7	7

(continued)

APPENDIX B (SECTION II, GRADE 6)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE________________

ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT
					UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE		
60	M	12	6		1	0	0	0	1	2	2
61	M	12			3	0	0	0	1	4	9*
62	M	12			2	0	0	0	2	4	9
63	M	13			2	0	1	1	4	8	11
64	M	12			1	1	0	0	1	3	21
65	M	12			0	0	0	0	0	0	9
66	F	12			1	0	0	0	3	4	20
67	M	--			--	--	--	--	--	--	--
68	F	12			0	0	0	0	0	0	23
69	M	12			1	0	0	0	1	2	7
70	F	12			1	0	0	0	3	4	14
71	M	--			--	--	--	--	--	--	--
72	M	--			--	--	--	--	--	--	--
73	F	12			2	0	0	0	3	5	2
74	M	12			3	0	0	0	3	6	0
75	M	12			1	1	0	0	2	4	8
76	M	13			4	0	--	1	3	8	9
77	M	12			1	0	0	0	2	3	8
78	F	12			--	--	--	--	--	--	--
79	M	13			1	0	1	1	0	3	8
80	F	12			1	0	0	0	1	2	13
81	M	13			2	1	--	1	1	5	90
82	M	--			--	--	--	--	--	--	--
83	M	12			2	0	0	0	1	3	7
84	F	12			1	0	0	0	0	1	7*
85	M	13			1	0	1	1	1	4	15
86	M	14			3	0	1	2	3	9	10
87	M	12			2	0	0	0	1	3	11
88	M	14			0	0	--	2	1	3	33
89	F	13			1	0	--	1	2	4	9
90	M	13			2	0	1	1	4	8	18*

(continued)

APPENDIX B (SECTION II, GRADE 6)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________

ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	SCALE VALUES: UNSATISFACTORY CHARACTER TRAITS	SCALE VALUES: NUMBER OF DISCIPLINARY NOTATIONS	SCALE VALUES: RETENTION AT GRADE LEVEL	SCALE VALUES: AGE-GRADE PLACEMENT	SCALE VALUES: ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
91	F	13	6		1	0	0	1	2	4	31
92	M	--			--	--	--	--	--	--	--
93	M	--			--	--	--	--	--	--	--
94	M	12			0	1	0	0	1	2	28
95	M	13			1	0	1	1	0	3	3
96	M	12			2	0	0	0	1	3	4
97	F	13			2	0	1	1	2	6	21
98	M	12			3	0	0	0	2	5	2
99	M	12			4	0	0	0	2	6	16
100	M	13			2	0	1	1	2	6	35
				GRAND TOTAL	126	22	9	19	124	300	1,236
				Average	1.7	0.3	0.1	0.3	1.6	3.9	16.3
				Total No. of Cases with Data	76	76	69	76	76	76	76

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*Number of days for nearest grade level other than indicated because of lack of data.

**--Denotes no data.

FORM 419-B

APPENDIX B (SECTION III, GRADE 8)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE		
1	F	14	8				3	0	0	0	4	7	39
2	F	--					--	--	--	--	--	--	--
3	M	14					4	0	0	0	4	8	112
4	M	14					2	1	0	0	4	7	100
5	M	14					4	0	0	0	4	8	20
6	M	14					3	0	0	0	4	7	1
7	F	--					--	--	--	--	--	--	--
8	F	14					2	0	0	0	3	5	26
9	M	14					0	0	0	0	2	2	17
10	M	14					3	1	0	0	3	7	36
11	M	14					1	0	0	0	2	3	5
12	M	14					1	0	0	0	1	2	2
13	M	15					1	0	--	1	2	4	22
14	M	14					1	0	0	0	1	2	7*
15	F	14					1	0	0	0	1	2	22
16	F	14					1	0	0	0	2	3	21
17	M	14					2	0	0	0	3	5	24
18	F	14					2	0	0	0	4	6	28
19	M	14					2	1	0	0	3	6	38
20	F	14					1	0	0	0	1	2	16
21	F	15					4	0	1	1	4	10	70*
22	F	14					1	0	0	0	1	2	13
23	M	14					1	0	0	0	1	2	11
24	M	14					1	0	0	0	1	2	4
25	F	15					4	0	1	1	3	9	40
26	M	14					2	4	0	0	3	9	7
27	M	14					1	0	0	0	0	1	7
28	M	14					2	0	0	0	2	4	7
29	F	15					2	0	2	1	4	9	20
30	M	14					1	0	0	0	3	4	31

(continued)

FORM 419-B

APPENDIX B (SECTION III, GRADE 8)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________

							SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
31	M	15	8				2	0	--	1	3	6	22
32	M	15					2	0	--	1	3	6	17
33	M	14					1	0	0	0	1	2	5
34	M	14					1	0	0	0	1	2	25
35	M	14					1	0	0	0	1	2	7
36	M	16					2	4	2	2	2	12	15
37	F	14					2	1	0	0	3	6	34
38	M	14					1	1	0	0	3	5	1
39	M	14					1	1	0	0	2	4	4
40	M	14					1	0	0	0	2	3	11
41	M	--					--	--	--	--	--	--	--
42	M	--					--	--	--	--	--	--	--
43	M	14					1	0	0	0	1	2	21
44	F	--					--	--	--	--	--	--	--
45	M	--					--	--	--	--	--	--	--
46	F	14					2	0	0	0	2	4	17
47	F	--					--	--	--	--	--	--	--
48	M	--					--	--	--	--	--	--	--
49	M	15					1	0	--	1	2	4	4
50	F	14					--	0	0	0	0	0	15
51	M	14					3	0	0	0	4	7	34
52	F	14					1	0	0	0	2	3	6
53	M	14					3	0	1	1	4	9	19
54	M	14					1	0	0	0	2	3	14
55	F	14					2	0	0	0	3	5	30
56	M	14					1	0	0	0	1	2	3
57	M	14					2	0	0	0	3	5	56
58	M	16					3	2	3	2	4	14	45
59	M	14					3	0	0	0	4	7	13

(continued)

APPENDIX B (SECTION III, GRADE 8)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE______________________

							SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
60	M	14	8				2	1	0	0	0	3	26
61	M	14					3	0	0	0	4	7	5
62	M	14					3	0	0	0	4	7	14
63	M	15					3	0	1	1	2	7	8
64	M	16					2	4	3	2	4	15	29
65	M	14					2	0	0	0	2	4	25
66	F	14					1	0	0	0	1	2	19
67	M	--					--	--	--	--	--	--	--
68	F	14					1	0	0	0	1	2	18
69	M	15					2	0	--	1	2	5	2
70	F	14					2	4	0	0	3	9	39
71	M	15					0	0	--	1	1	2	--
72	M	--					--	--	--	--	--	--	--
73	F	14					1	0	0	0	3	4	1
74	M	14					1	0	0	0	2	3	3
75	M	14					1	0	0	0	2	3	18
76	M	15					4	2	--	1	4	11	16
77	M	14					0	0	0	0	3	3	41
78	F	14					1	0	0	0	4	5	48
79	M	15					1	0	1	1	1	4	30
80	F	14					1	0	0	0	2	3	27
81	M	15					0	0	1	1	2	4	65*
82	M	--					--	--	--	--	--	--	--
83	M	14					2	0	0	0	2	4	22
84	F	14					0	0	0	0	0	0	10
85	M	15					2	0	1	1	4	8	68
86	M	16					2	0	1	2	4	9	12
87	M	14					3	0	0	0	3	6	28
88	M	16					2	0	--	2	3	7	15
89	F	15					1	0	--	1	3	5	31

(continued)

FORM 419-B

APPENDIX B (SECTION III, GRADE 8)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DATE____________________

DISTRICT SCH CODE SCHOOL

					SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
90	M	15	8		2	0	1	1	3	7	35
91	F	15			4	0	1	1	4	10	142
92	M	15			--	0	--	1	1	2	--
93	M	--			--	--	--	--	--	--	--
94	M	14			1	0	0	0	2	3	15
95	M	15			1	0	1	1	2	5	18
96	M	14			2	4	0	0	2	8	11
97	F	15			0	0	1	1	3	5	16
98	M	14			4	4	0	0	4	12	19
99	M	14			3	0	0	0	4	7	8
100	M	15			1	0	1	1	3	6	2
				GRAND TOTAL	151	35	23	32	217	458	2,050
				Average	1.8	0.4	0.3	0.4	2.5	5.2	23.8
				Total No. of Cases with Data	86	88	78	88	88	88	86

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*Number of days for nearest grade level other than indicated because of lack of data.

** -- Denotes no data.

FORM 419-B

APPENDIX B (SECTION IV, GRADES 9-12)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________

ID NO.	SEX	AGE	GR	LAST NAME,	FIRST	MIDDLE	SCALE VALUES					TOTAL SCALE VALUES	NO. OF DAYS ABSENT
							UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE		
1	F	16	10				3	0	0	0	4	7	39
2	F	16	10				4	2	0	0	3	9	29
3	M	16	10				4	0	0	0	4	8	112*
4	M	20	10				4	1	2	4	4	15	38
5	M	19	10				3	4	4	3	4	18	44*
6	M	17	11				3	1	0	0	4	8	7*
7	F	17	11				4	0	0	0	2	6	13*
8	F	16	10				1	0	0	0	2	3	18*
9	M	17	10				4	4	2	1	4	15	58*
10	M	18	10				2	0	2	2	4	10	33*
11	M	17	10				3	0	2	1	3	9	23*
12	M	19	12				3	4	2	1	4	14	26
13	M	17	10				1	3	--**	1	4	9	45*
14	M	17	11				0	4	0	0	4	8	21
15	F	16	10				2	4	2	1	4	13	53
16	F	18	12				4	0	0	0	4	8	22
17	M	16	10				2	4	0	0	3	9	39
18	F	16	10				4	0	0	0	4	8	30
19	M	17	10				1	4	2	1	4	12	40
20	F	16	10				4	4	0	0	4	12	50
21	F	17	10				4	4	1	1	4	14	53
22	F	16	10				4	4	0	0	4	12	44
23	M	17	11				4	2	0	0	3	9	15
24	M	17	10				4	4	2	1	4	15	27
25	F	17	10				4	4	1	1	4	14	18
26	M	18	11				4	4	2	1	4	15	--
27	M	18	11				4	4	2	1	4	15	16
28	M	17	11				4	4	0	0	4	12	5*
29	F	18	11				4	1	2	1	4	12	26
30	M	18	10				4	4	3	2	4	17	39

(continued)

APPENDIX B (SECTION IV, GRADES 9-12)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE____________________

					SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
31	M	20	12		4	4	2	2	4	16	16*
32	M	17	10		4	2	--	1	4	11	40
33	M	17	10		4	4	2	1	2	13	21*
34	M	17	10		2	4	2	1	4	13	22
35	M	18	12		4	4	0	0	3	11	38
36	M	18	10		4	4	3	2	4	17	54
37	F	18	11		4	4	3	2	4	17	40
38	M	19	11		4	0	2	2	4	12	42
39	M	18	11		4	4	2	1	4	15	16
40	M	18	11		1	0	2	2	4	9	62
41	M	18	11		4	0	--	1	4	9	35
42	M	17	11		--	--	2	1	4	7	87
43	M	16	10		3	0	0	0	4	7	23
44	F	17	10		--	--	--	1	4	5	39
45	M	17	10		2	0	2	2	4	10	55
46	F	17	10		4	4	2	1	4	15	32
47	F	18	12		3	1	2	1	4	11	24
48	M	16	10		2	0	--	2	3	7	--
49	M	21	12		--	4	2	3	4	13	29
50	F	18	11		--	3	2	1	4	10	14
51	M	18	10		4	4	3	2	4	17	22*
52	F	18	11		4	0	2	1	4	11	33
53	M	19	10		4	4	3	3	4	18	27
54	M	19	12		2	4	2	1	4	13	--
55	F	16	10		4	1	0	0	4	9	71
56	M	18	11		3	4	2	1	4	14	20
57	M	16	10		2	4	0	0	4	10	6
58	M	17	9		--	--	--	--	--	--	42
59	M	18	12		2	4	0	0	3	9	9
60	M	18	10		1	4	2	2	2	11	20
61	M	18	11		4	4	2	1	4	15	11

(continued)

APPENDIX B (SECTION IV, GRADES 9-12)

FORM 419-B

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE________________

					SCALE VALUES						
ID NO.	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
62	M	17	11		4	4	0	0	4	12	75
63	M	18	10		1	4	2	2	3	12	9
64	M	19	11		4	4	3	2	4	17	13
65	M	18	11		3	0	--	1	4	8	50*
66	F	18	12		3	1	0	0	3	7	9
67	M	18	9		4	0	2	3	3	12	31
68	F	18	11		3	1	--	1	4	9	37
69	M	19	12		2	0	--	1	4	7	9
70	F	18	10		4	4	3	2	3	16	52
71	M	17	10		3	4	--	1	3	11	14
72	M	20	12		4	2	--	2	4	12	35
73	F	17	11		4	4	0	0	4	12	6*
74	M	17	11		3	4	0	0	4	11	11
75	M	16	10		2	4	0	0	4	10	69
76	M	19	11		3	4	--	2	2	11	8
77	M	18	12		1	4	0	0	2	7	11
78	F	16	10		3	3	0	0	2	8	64
79	M	19	11		4	1	2	2	4	13	102
80	F	17	10		4	1	2	1	4	12	115
81	M	20	11		2	4	--	3	3	12	100
82	M	19	11		4	0	--	2	4	10	148
83	M	18	11		4	0	2	1	4	11	57
84	F	18	11		3	0	2	1	4	10	19
85	M	18	10		4	0	2	2	4	12	42
86	M	20	12		4	4	1	2	4	15	46
87	M	16	9		--	--	2	1	4	7	18
88	M	17	9		--	--	--	--	--	--	--
89	F	16	9		1	1	--	1	3	6	27
90	M	16	9		--	0	1	1	4	6	33

(continued)

FORM 419-B

APPENDIX B (SECTION IV, GRADES 9-12)

CHECKLIST FOR IDENTIFICATION AND PREDICTION OF POTENTIAL DROPOUTS 1968-69

DISTRICT SCH CODE SCHOOL

DATE________________

ID NO.*	SEX	AGE	GR	LAST NAME, FIRST MIDDLE	SCALE VALUES UNSATISFACTORY CHARACTER TRAITS	NUMBER OF DISCIPLINARY NOTATIONS	RETENTION AT GRADE LEVEL	AGE-GRADE PLACEMENT	ACADEMIC PERFORMANCE	TOTAL SCALE VALUES	NO. OF DAYS ABSENT
91	F	16	9		--	--	--	--	--	--	--
92	M	19	12		3	4	--	1	3	11	13
93	M	19	11		2	4	2	2	3	13	12
94	M	16	9		3	1	2	1	3	10	27
95	M	17	10		3	1	1	1	4	10	54
96	M	15	9		3	1	0	0	4	8	29
97	M	18	11		2	1	1	1	4	9	46
98	M	18	11		4	4	2	1	4	15	55
99	M	15	9		4	3	0	0	4	11	34
100	M	19	12		2	4	1	1	2	10	18
				GRAND TOTAL	286	230	110	103	355	1,084	3,431
				Average	3.1	2.4	1.3	1.1	3.6	11.2	36.1
				Total No. of Cases with Data	91	94	82	97	97	97	95

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*Number of days for nearest grade level other than indicated because of lack of data.

**--Denotes no data.

APPENDIX C

CASE HISTORIES OF DROPOUTS

CASE NO. 1

Grade	Factors* A	B	C	D	E	Total Scores	Days Absent
4	0	0	0	0	0	0	12
6	0	0	0	0	0	0	15
8	1	0	0	0	3	4	65
9 [✓ 10] 11 12	3	0	0	0	4	7	39

Grade	Positive	Grade	Negative
1	1. Able to complete own work		
	2. Learns well		
	3. Cooperative		
2	4. Well-adjusted child	2	1. Should participate more in group discussion
	5. Willing and dependable		
3	6. Has good work habits		
	7. Developing dependable leadership		
	8. Showed active participation		
4	9. Conscientious and dependable worker		
	10. Consistent in work habits		
5	11. Adjusted very well to class	5	2. Slow in grouping concept
	12. Amiable		
		6	3. Needs much help in establishing good working habits
			4. Playful
		10	5. (1, 2, 5)

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*Refer to checklist factors A-E

CASE NO. 2

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	4	0	0	0	4	8	80
6	1	0	0	0	3	4	99
8	4	0	0	0	4	8	112
9 [✓ 10] 11 12	4	0	0	0	4	8	N.D.

Grade	Positive	Grade	Negative
		1	1. Cannot express himself, mumbles
			2. Shy and sensitive
		2	3. Shy and sensitive
			4. Quiet -- cries easily
			5. Poor speech
			6. Slow learner
		3	7. Referred for psychometric evaluation
			8. Sensitive, insecure, very slow
		4	9. Insecure and immature socially and emotionally
			10. Speaks incoherently
			11. Frequent absences due to lack of lunch or lunch money
			12. Irresponsible parents
			13. Poor achievement
			14. Poor attendance
			15. Timid
		5	16. Has difficulty expressing himself
			17. Socially maladjusted
		6	18. Frequent absence
			19. Very slow academically
9	1. Conscientious enough to complete work	9	20. Naturally slow and easily distracted
	2. Pleasant child		21. Absent frequently
		10	22. (2, 6, 7, 9)

CASE NO. 3

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	4	0	0	0	4	8	4
6	4	0	0	0	4	8	1
8	2	1	0	0	4	7	100
9 [✓ 10] 11 12	4	1	2	4	4	15	38

Grade	Positive	Grade	Negative
1	1. Always seems happy	1	1. Has no sense of law and order
		2	2. Parents separated, lacks home care
3	2. Mother seems loving and shows much concern over child's welfare (helps him with his schoolwork) 3. Is eager to share and confide 4. Dressed in neat and clean clothes	3	3. Has difficulty speaking in complete and intelligible sentences 4. Tendency to daydream all day in class hampers his academic progress 5. Must always be called on two or three times before he hears teacher (hearing checked is normal) 6. Teacher has difficulty in understanding what he's trying to say
		4	7. A rather nervous child with a quick temper 8. His work is not neat because he's always in such a rush 9. His vocabulary is quite limited but full of expressive sounds
		5	10. Tremendous vitality manifested purposefully in sports, but aimlessly when he resorts to histrionics; spirited staccato verbal salvos and muscular motions should be channeled into creativity and learning

(continued)

CASE NO. 3
(continued)

Grade	Positive	Grade	Negative
		6	11. Functioning at third grade level in arithmetic
			12. Reading at 2_2 level only
			13. Very poor work habits
			14. Tense child
		8	15. Failed all subjects
			16. Failure recommended
		9	17. Playful, wastes much time
			18. Working below ability
		10	19. (2, 3, 5)

CASE NO. 4

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	0	0	0	1	3	19
6	3	0	0	0	2	5	5
8	4	0	0	0	4	8	20
9 [✓ 10] 11 12	3	4	4	3	4	18	44 (gr.9)

Grade	Positive	Grade	Negative
2	1. Very alert	2	1. Inattentive
			2. Needs guidance
		3	3. Impulsive child
			4. Has yet to learn to restrain himself
4	2. Gained a little in self-control		5. Needs much guidance
		4	6. Poor work habits
5	3. Has shown some progress	5	7. Must improve in work habits
6	4. Has gained in self-control and considerations	6	8. Still needs to improve
			9. Below average work habits
		9	10. Cutting class and truancy after suspension and reinstatement
		10	11. Truant
			12. Disrespectful
			13. Cutting classes

CASE NO. 5

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	0	0	0	1	3	12
6	3	0	0	0	4	7	0
8	3	0	0	0	4	7	1
9 10 [✓ 11] 12	3	1	0	0	4	8	N.D.

Grade	Positive	Grade	Negative
1	1. A willing worker	1	1. Slow
	2. Strives to do work		2. Aggressive on playground
2	3. Conforms in classroom	2	3. Easily offended by minor bumps, quick to fight back
3	4. Willing to learn	3	4. Slow learner
	5. Reading improved		
4	6. Tries hard	4	5. Mother refused to consider Linekona placement
			6. Achievement way below grade level
		5	7. Works at below grade level
			8. Poor coordination
			9. Untidy work
			10. Ref. -- special school
6	7. Cooperates nicely	6	11. Is a slow learner
			12. Very poor handwriting
		10	13. Requires constant supervision
			14. Inattentive, shows no interest
			15. Appears tired frequently
			16. Fails to turn in assignments
		11	17. Poor participation
			18. Disturbs class
			19. Does not accept and respect authority

CASE NO. 6

Grade	Factors A	 B	 C	 D	 E	Total Scores	Days Absent
4	0	0	0	0	1	1	49
6	0	0	0	0	0	0	82
8	2	0	0	0	3	5	26
9 [✓ 10] 11 12	1	0	0	0	2	3	18 (gr.9)

Grade	Positive	Grade	Negative
1	1. Friendly and gets along well with others	2	1. Talkative and has to be reminded to complete work
		3	2. Talkative 3. Does not get along with some children
		4	4. Could do better work with less absence
		5	5. Chronic absentee 6. Has ability, but does not use it
		6	7. Frequent absences 8. Does not seem to put full effort into work 9. Very careless with schoolwork

CASE NO. 7

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	0	0	0	0	1	1	12
6	2	1	0	0	1	4	12
8	0	0	0	0	2	2	17
9 [✓ 10] 11 12	4	4	2	1	4	15	58(gr.10)

Grade	Positive	Grade	Negative
6	1. Does work in class	6	1. Defiant, does not seem to respond to any type of discipline
			2. Gets into trouble outside of class
			3. Recommended for psychological guidance
			4. Home situation should be looked into
		9	5. Suspended twice
			6. Smoking during morning recess
			7. Many referrals and complains by teachers
			8. Generally obnoxious
		10	9. (2, 5)

CASE NO. 8

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	3	2	0	0	3	8	7
6	2	1	0	0	1	4	9
8	3	1	0	0	3	7	36
9 [✓ 10] 11 12	2	0	2	2	4	10	33 (1964)

Grade	Positive	Grade	Negative
1	1. Does pretty good work	1	1. Still immature
		2	2. Spends most of his time walking around the room and disturbing others
		3	3. Wastes too much time 4. Needs reminding to complete lesson 5. Entered cafeteria one evening with cousin 6. Hardly does homework
		4	7. Needs constant remindings 8. Has a hard time accepting reasoning
5	2. Has helped others cheerfully in his group all year 3. Quite conscientious 4. Average work		
		6	9. Talkative 10. Does his work when he's in the mood, which is rarely 11. Rarely does his homework 12. Has had to be reprimanded a couple of times

CASE NO. 9

	Factors					Total Scores	Days Absent
Grade	A	B	C	D	E		
4	1	0	0	0	0	1	7
6	0	0	0	0	0	0	19
8	1	0	0	0	2	3	5
9 ⑩ 11 12	3	0	2	1	3	9	23 (gr.9)

Grade	Positive	Grade	Negative
1	1. Able to do work independently		
	2. Willing to cooperate		
2	3. Sweet	2	1. Slow moving
	4. Parents are cooperative		
3	5. Cooperative mother	3	2. Always forgetting to take messages home
4	6. Quiet and cooperative when he realized that rules had to be obeyed	4	3. Talkative
			4. Inattentive at times
			5. Rather lazy
			6. Seldom does his homework
6	7. Has good power of recall		
		10	7. Excessive tardiness
			8. Truant
			9. Smoking

CASE NO. 10

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	4	0	0	0	4	8	12
6	3	2	0	0	2	7	10
8	1	0	0	0	1	2	2
9 10 11 ⑫	3	4	2	1	4	14	26

Grade	Positive	Grade	Negative
		5	1. Very slow in all areas of work
			2. At times refuses to speak when scolded or questioned
		6	3. He is arrogant when asked to get down to his task
			4. Possesses a belligerent attitude and stubborn trait when he is reprimanded for not doing his assignment
			5. He is a poor sport -- when he loses he wants to fight
			6. Was a behavior problem in former class
			7. Slow in reading and arithmetic
		10	8. (1, 2, 4, 6)

CASE NO. 11

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	4	0	0	0	3	7	7
6	2	0	0	0	2	4	17
8	1	0	0	0	2	3	21
9 10 11 ⑫	4	0	0	0	4	8	22

Grade	Positive	Grade	Negative
2	1. Sweet and friendly child	2	1. Very slow in reading and numbers
		3	2. Does not have much interest in school
		4	3. Slow in her reading and other academic subjects
			4. Easily distracted and inattentive
		12	5. (2, 5, 6, 7)

CASE NO. 12

	Factors					Total	Days
Grade	A	B	C	D	E	Scores	Absent
4	2	0	0	0	2	4	21
6	2	0	0	0	2	4	35
8	2	0	0	0	3	5	24
9 ⑩ 11 12	2	4	0	0	3	9	39

Grade	Positive	Grade	Negative
1	1. Tries hard 2. Usually cheerful child	1	1. Needs much help in all areas 2. Pouts when reprimanded 3. Loud in speech
2	3. Sings well 4. Enjoys performing before groups	2	4. Does not speak clearly 5. Limitations in comprehension and memory work 6. Rough at play 7. Talks loudly 8. Pushes children around
3	5. Was making a good adjustment 6. Trying hard	3	9. Complained about being tired everytime he tried to read 10. Needed easier material for reading 11. Slow learner
4	7. Tries hard	4	12. Needs a great deal of individual help in reading and language
5	8. His obliging personality more than compensates for his lack of achievement 9. A willing helper	5	13. Capacity for learning is limited
6	10. Seems eager to learn 11. Well-mannered 12. Assumes responsibilities eagerly and well	6	14. Has difficulty learning academic subjects
		10	15. Not interested 16. Non-attendance 17. Failure to complete required work 18. Laziness in class 19. Does unnecessary talking in class

CASE NO. 13

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	1	0	0	0	3	4	70
6	3	0	0	0	4	7	51
8	2	0	0	0	4	6	28
9 [✓ 10] 11 12	4	0	0	0	4	8	30

Grade	Positive	Grade	Negative
		K	1. Speaks very incoherently
1	1. Has shown progress in reading and writing after very slow start	1	2. Still is not very articulate in speech
		2	3. Does not speak clearly
			4. Difficult to understand her
			5. Frequent absences
		3	6. Difficulty in expressing herself
			7. Inclined to be shy and withdrawn
		4	8. Inarticulate
			9. Very poor in academic work
		5	10. Very shy and withdrawn
			11. Frequent absences due to mother keeping her home to do housework and watching youngsters
			12. Slow learner
		6	13. Can do better work if attendance were better
			14. Very unreliable
		10	15. Excessive absence

CASE NO. 14

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--
8	2	1	0	0	3	6	38
9 [✓ 10] 11 12	1	4	2	1	4	12	40

Grade	Positive	Grade	Negative
1	1. Pleasant and likable		
		2	1. Rather sickly so does not have stamina for working
			2. Needs plenty of help
3	2. Improved somewhat academically	3	3. Asthmatic
		4	4. Frequently absent due to his asthma spells
5	3. Behaves well	5	5. Slow student
6	4. Behaves well	6	6. Very slow in academic achievement
			7. Was absent 37 days this year, mostly due to asthmatic attacks
		8	8. Does not cooperate
			9. Wastes time talking to other students
			10. Noisy
			11. Not cooperative
			12. Lazy most of the time
9	5. Nice boy	9	13. Asthmatic, absent very often
			14. Slow academically
			15. Non-attendance
			16. Lack of interest
			17. Failure in all but one subject
		10	18. Continued truancy
			19. Fighting on campus

CASE NO. 15

	Factors					Total	Days
Grade	A	B	C	D	E	Scores	Absent
4	0	0	0	0	0	0	25
6	0	0	0	0	0	0	17
8	1	0	0	0	1	2	16
9 ⑩ 11 12	4	4	0	0	4	12	50

Grade	Positive	Grade	Negative
1	1. Mature behavior		
	2. Cooperative, reliable		
	3. Good leader		
2	4. Friendly and helpful		
	5. Good leader		
3	6. Cooperative and helpful		
	7. Good leader		
4	8. Good leader		
	9. Helpful, cooperative, pleasant		
5	10. Cooperative		
	11. Enjoys music		
6	12. Good leader	6	1. Tends to be overly talkative in class
		10	2. (1, 2, 5, 6, 7, 9)

CASE NO. 16

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	0	0	0	2	4	27
6	1	0	0	0	4	5	32
8	4	0	1	1	4	10	70 (gr.7)
9 ⑩ 11 12	4	4	1	1	4	14	53

Grade	Positive	Grade	Negative
1	1. Quiet and conforming 2. Good-natured	1	1. Lacks self-confidence
2	3. Works quietly 4. Reads well	2	2. Has difficulty expressing self clearly
3	5. Works quietly	3	3. Lacks self-confidence
4	6. Very quiet 7. Good in spelling	4	4. Poor in comprehension 5. Very untidy 6. Stubborn at times and does not respond to questioning at times
5	8. Conscientious about school work 9. Gets work done on time	5	7. Takes a long time to make adjustments 8. Weakest areas: comprehension and composition
6	10. Likes music and singing 11. Works quietly 12. Gets work done		
		10	9. Non-attendance 10. Failure to do almost all assignments

CASE NO. 17

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	1	0	0	0	1	2	0
6	0	0	0	0	0	0	1
8	1	0	0	0	1	2	13
9 [✓ 10] 11 12	4	4	0	0	4	12	12

Grade	Positive	Grade	Negative
1	1. Very intelligent	1	1. Not very friendly
	2. Outstanding command of numbers		2. Needs lots of affection
	3. Active, independent worker		
	4. Made much progress socially		
2	5. Improved socially		
	6. Capable of doing good work		
3	7. Genial with adults	3	3. Quiet, does not make friends easily
	8. Conscientious worker		
4	9. Congenial, studious, helpful		
5	10. Capable of doing better work	5	4. Talkative
			5. Frequently inattentive
6	11. Well-mannered and willing to work hard		6. Should strive to be more attentive to other speakers
	12. Contributes much to class discussions		
		10	7. (2, 5, 6, 7)

CASE NO. 18

Grade		Factors				Total Scores	Days Absent
	A	B	C	D	E		
4	0	0	0	0	1	1	2
6	1	0	0	0	1	2	7
8	1	0	0	0	1	2	4
9 [✓ 10] 11 12	4	4	2	1	4	15	27

Grade	Positive	Grade	Negative
1	1. Neatly dressed 2. Enthusiastic reader	1	1. Quiet and often very moody 2. Careless and needs reminders in area of routines 3. Needs encouragement to participate in art and music
2	3. Tries hard in his work 4. Health has improved	2	4. Loses his temper easily
3	5. Satisfactory progress in work 6. Has controlled his temper quite well		
4	7. No evidence of strong temper shown 8. Neat 9. Good work habits	4	5. Needs encouragement to express himself
		6	6. Experiencing difficulty in doing work 7. Has not progressed too far
		10	8. Non-attendance 9. Continued tardiness 10. Gambling 11. Incomplete assignments 12. Failure to take examinations 13. Study habits need improving 14. Poor participation

CASE NO. 19

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	1	1	0	0	1	3	42
6	1	2	0	0	3	6	73
8	4	0	1	1	3	9	40
9 [✓ 10] 11 12	4	4	1	1	4	14	18

Grade	Positive	Grade	Negative
1	1. Good monitor	1	1. Frequently absent 2. Thumb-sucking
2	2. Likes classroom work	2	3. Works slowly 4. Sucks thumb frequently
3	3. Writes and reads well 4. Parents show much concern	3	5. Frequent absences have set her back 6. Very poor in arithmetic, poor reasoning
4	5. Does average work	4	7. Often forgets to do assignments
		5	8. Misses much work because of frequent absences
		6	9. Frequent absences 10. Poor attitude towards school and work 11. Little respect for authority 12. Very selfish and inconsiderate of others 13. Plays and talks a lot
		10	14. Excessive absence 15. Tardiness is affecting school work 16. Poor participation 17. Study habits need improving

CASE NO. 20

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	1	0	0	2	5	14
6	4	1	0	0	2	7	5
8	2	4	0	0	3	9	7
9 10 [✓ 11] 12	4	4	2	1	4	15	N.D.

Grade	Positive	Grade	Negative
4	1. Showing more interest in studies 2. Participating more in classwork	4	1. Tends to fight if provoked
		5	2. Needs to be helped learning responsibility for self and in relationship with others 3. Needs to develop better work habits
		6	4. Poor work habits 5. Needs much encouragement in doing work
		10	6. (1, 4, 5, 6, 7)

CASE NO. 21

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	1	0	0	0	0	1	20
6	0	1	0	0	0	1	1
8	1	0	0	0	0	1	7
9 10 [✓ 11] 12	4	4	2	1	4	15	16

Grade	Positive	Grade	Negative
5	1. Made very good progress in several areas of work 2. Respectful of elders	5	1. Needs to improve responsibility for handing work in. 2. Needs to control his temper 3. Needs to improve manners
6	3. Very well informed on rocketry and space (perhaps a gifted pupil in area of science)	6	4. At times pressured needed to do required assignments
		11	5. (2, 3, 4, 5) 6. Makes no effort

CASE NO. 22

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	1	0	0	0	1	2	6
6	3	1	0	0	1	5	18
8	2	0	0	0	2	4	7
9 10 [✓ 11] 12	4	4	0	0	4	12	5 (gr.10)

Grade	Positive	Grade	Negative
		6	1. Very poor listener
			2. Constantly talking and attracting attention of others
			3. Has not learned to wait his turn
		9	4. Constant disruption to class
			5. Seldom does class assignments
			6. Talking and playing in class
		11	7. Gambling
			8. Continued truancy
			9. Failure to respect school regulations
			10. Class cuts
			11. (1, 2, 5, 6, 7)

CASE NO. 23

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	0	0	0	1	3	15
6	4	0	0	0	1	5	19
8	2	0	2	1	4	9	20
9 10 ⑪ 12	4	1	2	1	4	12	26

Grade	Positive	Grade	Negative
1	1. Has grown much		
	2. Tries hard and is quite happy		
		2	1. Has difficulty in following directions
3	3. Tries hard to do her best work	3	2. Needs much help in building up self-confidence
4	4. Has good work habits	4	3. Needs to develop initiative
5	5. Tries her best in school work	5	4. Needs to answer when someone speaks to her
			5. Needs to express herself in class
		6	6. Poor adjustment to class
			7. Made little effort to participate in class recitations and projects
		11	8. Absent too often
			9. (1, 2, 5, 6, 7, 8, 9)

CASE NO. 24

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	1	0	0	0	1	2	8
6	1	1	0	0	1	3	5
8	1	0	0	0	3	4	31
9 [✓ 10] 11 12	4	4	3	2	4	17	39

Grade	Positive	Grade	Negative
		4	1. Cries very easily
		5	2. Frequent absence
			3. Involved in numerous fights
6	1. Shows marked improvement in classroom behavior		
	2. Working hard in skill areas	10	4. Inattendance

CASE NO. 25

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	0	N.D.	1	1	4	--
6	2	1	N.D.	1	3	7	6
8	2	0	N.D.	1	3	6	22
9 10 11 ⑫	4	4	2	2	4	16	16 (gr.11)

Grade	Positive	Grade	Negative
5	1. Appears quiet	5	1. Sometimes provokes aggravating situation with peers
			2. Has difficulty in concentrating on school work
		6	3. Slow in all areas
		11	4. Continual cutting of classes
			5. Walking around with forged pass
			6. Needs better study habits
			7. Failed to turn in most of his assignments
		12	8. Poor attendance
			9. Cutting class
			10. Complete disinterest
			11. Utter rudeness
			12. Non-completion of assignments
			13. Study habits need improving

CASE NO. 26

Grade	Factors					Total Scores	Days Absent
	A	B	C	D	E		
4	--	--	--	--	--	--	--
6	1	1	N.D.	1	3	6	11
8	2	0	N.D.	1	3	6	17
9 [✓ 10] 11 12	4	2	N.D.	1	4	11	40

Grade	Positive	Grade	Negative
5	1. Very helpful and cooperative	5	1. Talkative at times
6	2. Looked up to by others	6	2. Seems to be involved in many petty quarrels
			3. Somewhat of a bully
			4. Has to be coerced to do academic work
		10	5. Inattendance
			6. (2, 3, 5)

CASE NO. 27

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	1	0	0	1	4	12
6	1	1	0	0	1	3	10
8	1	0	0	0	1	2	5
9 [✓ 10] 11 12	4	4	2	1	2	13	21 (gr.9)

Grade	Positive	Grade	Negative
4	1. Very clear in speech	4	1. Very talkative child 2. Needs to be reminded all the time about being considerate of others
5	2. Has capabilities and ability to do really good work	5	3. Inclined to be very talkative and boisterous 4. Very sloppy at times in dress
6	3. Has capabilities for much better work	6	5. Quite inattentive
		10	6. Continued cutting of classes 7. Failure to get haircut 8. Smoking, cutting classes, insubordination 9. Detriment to moral and discipline of school 10. (1, 2, 7, 9)

CASE NO. 28

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	1	0	0	0	1	2	9
6	1	0	0	0	0	1	30 (gr.5)
8	1	0	0	0	1	2	25
9 [✓ 10] 11 12	2	4	2	1	4	13	22

Grade	Positive	Grade	Negative
1	1. Has made much progress 2. Now does average work and takes great interest in them	1	1. Was immature and cried often at beginning of year 2. He still cries when he does not want to eat his lunch
2	3. Excellent student otherwise	2	3. Very sensitive 4. Brings home lunch and cries whenever he has school lunches
3	4. Pleasant and matured 5. Now shows much interest in his work 6. Good student		
4	7. Has matured considerably 8. Has shown much interest in his school work		
5	9. Obedient about doing as told 10. Ability to be much better student	5	5. Absent 30 days, many for babysitting, etc. 6. Little interest in school
6	11. On the good side	6	7. Home condition -- big contributory factor -- frequent absences cause for underrating his ability
		10	8. Non-attendance 9. Loitering around campus without pass 10. Cut class

CASE NO. 29

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	0	0	0	2	4	12
6	1	0	0	0	0	1	7
8	1	0	0	0	1	2	7
9 10 11 ⑫	4	4	0	0	3	11	38

Grade	Positive	Grade	Negative
1	1. Neat in his work 2. He is cooperative and will try to do anything	1	1. Small for his age
		2	2. Poor work habits 3. Very seldom participates in class discussions unless called upon 4. Does not speak clearly
3	3. Fine helper	3	5. Needs more effort and self-confidence
4	4. Does good work	4	6. Slow in finishing his school work
5	5. Responds well to individual encouragement and help	5	7. Does not get along well with peers 8. Lacks confidence in himself 9. Easily distracted from his work
		6	10. Does average work but not consistent 11. Needs lots of encouragement

CASE NO. 30

	Factors					Total	Days
Grade	A	B	C	D	E	Scores	Absent
4	2	0	0	0	2	4	16
6	1	1	0	0	0	2	13
8	2	4	3	2	2	13	15
9 [✓ 10] 11 12	4	4	3	2	4	17	54

Grade	Positive	Grade	Negative
1	1. He can do his work	1	1. He does not tell the truth to his parents
		2	2. Is handicapped by non-cooperation on the part of his parents
3	2. Work habits improved 3. Take interest in his classroom work 4. A nice boy	3	3. Rather untidy
4	5. Reading improved as a result of 2 years of remedial reading 6. Has tried to cooperate	4	4. Gives an "innocent appearance," but is full of the devil 5. Very poor comprehension 6. Expresses himself poorly 7. Talkative
5	7. Has improved in his reading	5	8. Poor work habits
6	8. Does good written work 9. Can display an interest and ability to do good work 10. Has improved in work habits	6	9. Still too talkative 10. Easily distracted 11. Has poor social attitudes--loves to argue and "cut up"
		8	12. Needs to do daily assignment 13. Has to be told what to do every minute 14. Tardy to class 15. Poor participation 16. Insubordinate and tardy all semester
9	11. Enjoys reading and drawing automobiles (hopes to become a mechanic someday	9	17. Insubordination -- striking teacher 18. Indifferent about studies 19. Performs only when prodded

(continued)

CASE NO. 30 (continued)

Grade	Positive	Grade	Negative
			20. Content to sit, daydream, draw
			21. Attitude to teacher and work -- sneer of disgust
		10	22. Cutting classes
			23. Not meeting terms of probation after suspension
			24. (1, 2, 5, 7, 9)

CASE NO. 31

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	0	0	0	1	3	10
6	2	0	0	0	0	2	17
8	2	1	0	0	3	6	34
9 10 [✓ 11] 12	4	4	3	2	4	17	40

Grade	Positive	Grade	Negative
K	1. Mother seems interested in child's well being and school program		
		1	1. Poor eating and rest habits
2	2. Speaks well before group	2	2. Very restless child
			3. Seldom completes written work
		3	4. Has very poor work habits
			5. Interest span short
4	3. Excellent in art work	4	6. Not interested in academic work
			7. Irresponsible
5	4. Just beginning to take interest in her work		
6	5. Work habits have improved	6	8. Loves to talk and chew gum
		8	9. Poor attendance
		9	10. Tardiness
			11. Class cuts
		10	12. Non-attendance
			13. Class cuts
			14. No participation
			15. Did not do homework
			16. Truant
		11	17. (2, 9)

④

CASE NO. 32

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	0	0	0	0	0	0	8
6	2	0	0	0	1	3	13 (gr.5)
8	1	1	0	0	3	5	1
9 10 [✓ 11] 12	4	0	2	2	4	12	42

Grade	Postive	Grade	Negative
7	1. He is capable of doing better	7	1. Had to be reminded constantly not to disrupt those classmates who sat near him 2. His bad habit -- loves to play
		8	3. Paul is an "easy going boy" 4. He fools around about anything that he does 5. He seems to lack the capacity for sustained effort and study; consequently he has missed a lot that he should have learned
		9	6. Paul plays too much with those around him 7. Needs to put his mind to his work

CASE NO. 33

Grade	Factors A	B	C	D	E	Total Scores	Days Absent
4	2	1	0	0	0	3	6
6	2	1	0	0	1	4	1
8	1	1	0	0	2	4	4
9 10 [✓ 11] 12	4	4	2	1	4	15	16

Grade	Positive	Grade	Negative
1	1. Likable child	1	1. Pouts when he can't get his way and cries until he forgets
2	2. Reads very well	2	2. Talkative and very active
3	3. Pleasant and happy child	3	3. Happy-go-lucky
	4. Have cooperative parents		
4	5. Helpful and volunteers for errands and odd jobs	4	4. Needs to improve speech and writing
	6. Worked to capacity		
5	7. As individual, he's nice and pleasant	5	5. Extreme bursts of temper when games don't go his way
		11	6. Non-attendance
			7. Poor work habits
			8. Smoking in school
			9. Walked out of class in defiance of teacher